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ABSTRACT

Findings are presented of a survey of state and territorial boards of education and materials submitted by the states to compile existing board policies and resolutions, rules and regulations state statutes, and administrative directives relating to career education. The report is divided into five sections: survey results, policy statements, definitions and glossary, and bibliography. The survey section contains a copy of the survey and charts indicating the responses submitted to the questions on the survey. In the next section policy statements, statutes, and administrative directives, listed by state, are broken down by subject matter. Board policies and legal provisions (statutes) which are grouped together are followed by administrative action statements (department rules). A code finder aids in locating a statute or policy by subject. The definition and glossary section contains state-specific defintions of career education and some other terms. In the annotated bibliography career education materials received in the survey are categorized by subject: personnel, instruction, general public relations, interorganizational relations, and relations with educational agencies. (YLB)

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ED179751

CAREER EDUCATION

A Compilation of State Boards of Education Policies, Rules, Regulations, and Statutes

prepared 1978 by the

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NATIONAL INSTITUTE OF EDUCATION

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CE 023 407

INTRODUCTION

Career Education

The world faced by the youth of today is one full of change and challenge. The rapid technological advancement and expansion of knowledge has thrown into question traditional views of the individual and his/her place in our society. Educational leaders have recognized the need to refocus these views and to establish new priorities in education.

State and territorial boards of education see career education as a major force in this redirection process based on their general agreement that all students need the opportunity to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward toward their goals. To assist the boards in their efforts to provide more effective leadership in this field, the National Association of State Boards of Education (NASBE) was granted funds by the United States Office of Education to compile existing board policies and resolutions, rules and regulations, state statutes, and administrative directives relating to career education into a single comprehensive document. This project was made possible through the foresightedness of Kenneth Hoyt, Director, Office of Career Education, Office of Education and Terry Newell, Program Officer for Career Education, Office of Education who saw gaps in the policy information from states across the country.

Although the basic tool of the project was the use of a survey form, material submitted by states proved an important source of information on current practices. The final aspect of the project includes a training component in which the information from the codification manual will be used as a basis for technical assistance to selected state boards to develop or revise policies in career education. In the final analysis, however, the manual and the subsidiary material should serve as a catalyst for all state and territorial boards as they provide expanding career education opportunities to their students.

Wesley Apker
Executive Secretary
National Association of
State Boards of Education

INTRODUCTION - CAREER EDUCATION

The world faced by the youth of today is one full of change and challenge. The rapid technological advancement and expansion of knowledge has thrown into question traditional views of the individual and his/her place in our society. Educational leaders have recognized the need to refocus these views and to establish new priorities in education.

State and territorial boards of education see career education as a major force in this redirection process based on their general agreement that all students need the opportunity to develop an awareness of their own potential, a sense of dignity and pride in accomplishment, and the confidence to move forward toward their goals. To assist the boards in their efforts to provide more effective leadership in this field, the National Association of State Boards of Education was granted funds by the United States Office of Education to compile existing board policies and resolutions, rules and regulations, state statutes, and administrative directives relating to career education into a single comprehensive document.

Although the basic tool of the project was the use of a survey form, material submitted by states proved an important source of information on current practices. The final aspect of the project includes a training component in which the information from the codification manual will be used as a basis for technical assistance to selected state boards to develop or revise policies in career education. In the final analysis, however, the manual and the subsidiary material should serve as a catalyst for all state territorial boards as they provide expanding career education opportunities to their students.

The documents gathered from the states and used in this report were those received prior to the cut off date of May 1, 1978. Five states indicated state plans would be formally adopted in June 1978. The very nature of the documents and subject matter would indicate changes will occur in the months ahead.

How This Report Is Organized

The report has been divided into 5 sections: Survey Results; Policy Statements; Definitions/Glossary; Bibliography; Survey Replies.

1. The Survey Section contains a copy of the survey and charts, by state, indicating the reponses submitted to the questions on the survey. (See page 5)

2. The Policy Statement section contains state statutes and state board policies broken down by subject matter. A code finder preceeds this section to permit the reader in locating a statute/policy by subject. Several useful state documents are included as exhibits and appear on green. Statutes/policies appear on white, and deapartment rules appear on yellow. (See page 18)

3. The Definition/Glossary section contains the various definitions used by the states and other helpful terms. (See page 66)

4. The Bibliography section contains a listing of documents recieved in the survey. There are also categorized by subject. (See page 79)

5. The Survey Replies section is a graphic presentation, by state, of the replies.

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Career Education

SURVEY RESULTS

Department of Education

CAREER EDUCATION

COPY OF SURVEY FORM

I. Does your State Department of Education have printed material concerning career education in the form of:

A. rules and regulations	(yes)_____	(no)_____
B. State Board policies	(yes)_____	(no)_____
C. resolutions	(yes)_____	(no)_____
D. action statements	(yes)_____	(no)_____
E. statutes	(yes)_____	(no)_____

If "yes," please forward copies of these documents to the NASBE office. (There is no need to fill out the remaining sections of the survey).

II. Please indicate in the appropriate space if your Department of Education has published material in any of the following nine major categories as they relate to Career Education. You will note subheadings are supplied only as possible examples of area within the major groups for which you may have materials. If documents in any of the categories exist, please forward a copy of each.

Major Category		Rules & Regulations	Policies	Resolutions	Action Statements	Statutes
GENERAL ADMINISTRATION	A					
FISCAL MANAGEMENT i.e. annual operating budget as it relates to career education	B					
BUSINESS MANAGEMENT i.e. data management as it relates to career education	C					

MAJOR CATEGORY	RULES & REGS.	POLICIES	Resolutions	Action Statements	STATUTES
PERSONNEL i.e. compensation guides for teachers/supervisors involved in career education -qualifications and duties for teachers/supervisors involved in career education D					
INSTRUCTION i.e. goals and objectives of career education program -curriculum development -work study program -special programs for disadvantaged -instructional materials -evaluation of the program -guidance program E					
STUDENTS i.e. guidance programs -student organizations -employment of students F					
GENERAL PUBLIC RELATIONS i.e. news release relative to career education program -community instructional resources G					
RELATIONS WITH OTHER EDUCATION AGENCIES i.e. local cultural institutions (libraries) -shared services with colleges & universities H					

SURVEY QUESTION

1. Does your State Department of Education have printed material concerning career education in the form of:

   Rules and Regulations

   State Board Policies

   Resolutions

   Action Statements

   Statutes

The following charts, by state, indicate the responses submitted to the above question.

I. Does your Department have published material concerning Career Education?

DEPARTMENT OF EDUCATION	RULES AND REGULATIONS Yes	No	STATE BOARD POLICIES Yes	No
ALABAMA	x		x	
ALASKA		x	x	
AMERICAN SAMOA		No		Response
ARIZONA	x		x	
ARKANSAS				
CALIFORNIA	x		x	
CANAL ZONE		No		Response
COLORADO	x		x	
CONNECTICUT	x		x	
DELAWARE	x		x	
FLORIDA			x	
GEORGIA	x		x	
GUAM		x		x
HAWAII			Draft Stage	
IDAHO	x		x	
ILLINOIS		x	x	
INDIANA		x		x
IOWA	x		x	
KANSAS	x		x	
KENTUCKY			x	
LOUISIANA			x	
MAINE		No		Response
MARYLAND			x	
MASSACHUSETTS	x		Draft Stage	
MICHIGAN			x	
MINNESOTA		x	x	
MISSISSIPPI		x	x	

I. Does your Department have published material concerning Career Education?

RESOLUTIONS Yes	RESOLUTIONS No	ACTION STATEMENTS Yes	ACTION STATEMENTS No	STATUTES Yes	STATUTES No	DEPARTMENT OF EDUCATION
x		x				ALABAMA
	x	x			x	ALASKA
	To		Survey		Submitted	AMERICAN SAMOA
x		x		x		ARIZONA
		x		x		ARKANSAS
x		x		x		CALIFORNIA
	To		Survey		Submitted	CANAL ZONE
				x		COLORADO
				x		CONNECTICUT
	x	x			x	DELAWARE
x				x		FLORIDA
	x		x	x		GEORGIA
	x		x		x	GUAM
x						HAWAII
	x		x		x	IDAHO
x			x		x	ILLINOIS
x		x		x		INDIANA
				x		IOWA
				x		KANSAS
				x		KENTUCKY
				x		LOUISIANA
	To		Survey		Submitted	MAINE
x						MARYLAND
						MASSACHUSETTS
				x		MICHIGAN
	x	x			x	MINNESOTA
x		x		x		MISSISSIPPI

I. Does your Department have published material concerning Career Education?

DEPARTMENT OF EDUCATION	RULES AND REGULATIONS Yes	No	STATE BOARD POLICIES Yes	No
MISSOURI		No		Response
MONTANA			Draft Stage	
NEBRASKA		x	Draft Stage	
NEVADA	x		x	
NEW HAMPSHIRE		x		x
NEW JERSEY	x		x	
NEW MEXICO	x		x	
NEW YORK			x	
NORTH CAROLINA			x	
NORTH DAKOTA				
OHIO	x		x	
OKLAHOMA		No		Response
OREGON	x		x	
PENNSYLVANIA	x		Draft Stage	x
RHODE ISLAND				
SOUTH CAROLINA	x		Draft Stage	
SOUTH DAKOTA		x		x
TENNESSEE		No		Response
TEXAS		x	x	
UTAH		x	x	
VERMONT		No		Reponse
VIRGINIA	x		x	
VIRGIN ISLANDS		x		x
WASHINGTON			x	
WEST VIRGINIA	x			x
WISCONSIN	x			x
WYOMING		x		x

I. Does your Department have published material concerning Career Education?

RESOLUTIONS Yes	RESOLUTIONS No	ACTION STATEMENTS Yes	ACTION STATEMENTS No	STATUTES Yes	STATUTES No	DEPARTMENT OF EDUCATION
	To		Survey		Submitted	MISSOURI
				x		MONTANA
	x	x			x	NEBRASKA
	x	x			x	NEVADA
						NEW HAMPSHIRE
x						NEW JERSEY
				x		NEW MEXICO
						NEW YORK
x						NORTH CAROLINA
						NORTH DAKOTA
					x	OHIO
	To		Survey		Submitted	OKLAHOMA
x		x		x		OREGON
x		x			x	PENNSYLVANIA
						RHODE ISLAND
x						SOUTH CAROLINA
	x		x		x	SOUTH DAKOTA
	To		Survey		Submitted	TENNESSEE
x		x			x	TEXAS
	x		x		x	UTAH
	To		Survey		Submitted	VERMONT
	x		x	x		VIRGINIA
	x		x		x	VIRGIN ISLANDS
				x		WASHINGTON
	x		x		x	WEST VIRGINIA
	x		x		x	WISCONSIN
	x		x		x	WYOMING

SURVEY QUESTION

II. Does your State Department of Education have material available in the following areas:

A. GENERAL ADMINISTRATION

B. FISCAL MANAGEMENT - i.e. annual operating budget as it relates to career education

C. BUSINESS MANAGEMENT - i.e. data management as it relates to career education

D. PERSONNEL - i.e. compensation guides for teachers/supervisors involved in career education; qualifications and duties for teachers/supervisors involved in career education

E. INSTRUCTION - i.e. goals and objectives of career education program; curriculum development; work study program; special programs for disadvantaged; instructional materials; evaluation of the program; guidance program

F. STUDENTS - i.e. guidance programs; student organizations; employment of students

G. GENERAL PUBLIC RELATIONS - i.e. news release relative to career education program; community instructional resources

H. RELATIONS WITH OTHER EDUCATION AGENCIES i.e. local cultural institutions (libraries); shared services with colleges & universities

II. Material Available in the eight Identified Major Categories:

DEPARTMENT OF EDUCATION	RULES AND REGULATIONS Yes	No	STATE BOARD POLICIES Yes	No
ALABAMA	B,E		A,E	
ALASKA			A,E	
AMERICAN SAMOA		No		Response
ARIZONA	D		E	
ARKANSAS		No		Response
CALIFORNIA	E		E	
CANAL ZONE		No		Response
COLORADO	A,D		E	
CONNECTICUT	D		D,E,G	
DELAWARE	D		D	
FLORIDA			E	
GEORGIA			D,E	
GUAM		No		Published
HAWAII	E		D,E,F	
IDAHO	E		E	
ILLINOIS	H		D,E	
INDIANA				
IOWA	H		E	
KANSAS			E	
KENTUCKY			E	
LOUISIANA			E,G	
MAINE		No		Response
MARYLAND			E	
MASSACHUSETTS			E	
MICHIGAN			E	
MINNESOTA			E	
MISSISSIPPI			E	

II. Material Available in the eight Identified Major Categories:

RESOLUTIONS Yes	RESOLUTIONS No	ACTION STATEMENTS Yes	ACTION STATEMENTS No	STATUTES Yes	STATUTES No	DEPARTMENT OF EDUCATION
		E,F,G				ALABAMA
						ALASKA
	To		Survey		Submitted	AMERICAN SAMOA
		E,G		D,E,G		ARIZONA
	Material		Is		Available	ARKANSAS
		E		E		CALIFORNIA
	To		Survey		Submitted	CANAL ZONE
				E		COLORADO
				D,E,G		CONNECTICUT
		A,B,C,E,F,G				DELAWARE
		G		E		FLORIDA
		E		D, F		GEORGIA
	Material		Is		Available	GUAM
G						HAWAII
						IDAHO
				D,E		ILLINOIS
A		F				INDIANA
				E,H		IOWA
E		E		D		KANSAS
				D,E		KENTUCKY
				E		LOUISIANA
	To		Survey		Submitted	MAINE
		E				MARYLAND
						MASSACHUSETTS
				E		MICHIGAN
						MINNESOTA
H		E, F, G		E		MISSISSIPPI

II. Material Available in the eight Identified Major Categories:

DEPARTMENT OF EDUCATION	RULES AND REGULATIONS Yes	No	STATE BOARD POLICIES Yes	No
MISSOURI		No		Response
MONTANA			E	
NEBRASKA			E	
NEVADA	E, F		E, F	
NEW HAMPSHIRE	E G			
NEW JERSEY			A,E	
NEW MEXICO	E,H		E,G	
NEW YORK			E	
NORTH CAROLINA			A,E	
NORTH DAKOTA		No		Published
OHIO	E		E	
OKLAHOMA		No		Response
OREGON	H		E,G,H	
PENNSYLVANIA	E		Draft	
RHODE ISLAND		No		Published
SOUTH CAROLINA	E		Draft	
SOUTH DAKOTA			E	
TENNESSEE		No		Response
TEXAS			E	
UTAH			E,G	
VERMONT		No		Response
VIRGINIA			E	
VIRGIN ISLANDS		No		Response
WASHINGTON				
WEST VIRGINIA	E			
WISCONSIN	E,F			
WYOMING		No		Published

II. Material Available in the eight Identified Major Categories:

RESOLUTIONS Yes	RESOLUTIONS No	ACTION STATEMENTS Yes	ACTION STATEMENTS No	STATUTES Yes	STATUTES No	DEPARTMENT OF EDUCATION
	To		Survey		Submitted	MISSOURI
						MONTANA
						NEBRASKA
		C,D,E,F,G				NEVADA
		E		E		NEW HAMPSHIRE
E				E		NEW JERSEY
		E		E,G		NEW MEXICO
		E,H				NEW YORK
						NORTH CAROLINA
	Material		Is		Available	NORTH DAKOTA
E,H		C,D,E,F,G				OHIO
	To		Survey		Submitted	OKLAHOMA
		E		D,H		OREGON
E						PENNSYLVANIA
	Material		Is		Available	RHODE ISLAND
						SOUTH CAROLINA
						SOUTH DAKOTA
	To		Survey		Submitted	TENNESSEE
						TEXAS
						UTAH
	To		Survey		Submitted	VERMONT
				E		VIRGINIA
	To		Survey		Submitted	VIRGIN ISLANDS
				E		WASHINGTON
						WEST VIRGINIA
		G				WISCONSIN
	Material		Is		Available	WYOMING

Career Education

POLICY STATEMENTS, STATUTES,
ADMINISTRATIVE DIRECTIVES

STATE BOARD POLICY STATEMENTS AND LEGAL PROVISIONS FOR CAREER EDUCATION PROGRAMS

The State Boards of Education and State Departments of Education were asked to submit state statutes, state board rules and regulations or state board policies, resolutions, and administrative action statements.

The following pages list the statutes, rules and regulations or policies, and action statements by state. In a number of instances, the NASBE editors "gleaned" statements from the materials received which related to one or more of the subject categories.

It should be noted that in the development of the legal provisions and State Board policies, the wording is not necessarily exactly that which may exist. In a number of instances, the provisions or policies gleaned from the documents accompanying the survey form were not altogether explicit.

The legal provisions (statutes) and policies (established by a board) appear on white pages. The administrative action statements (established by a department) appear on yellow pages. The editors have placed data or information relative to board policy and administrative action statements on green as exhibits.

The coding system (descriptor terms and descriptor codes) used were selected from the codes used in the EPS/NSBA classification system developed under a U. S. Office of Education grant in 1969. A listing of the terms and codes used in this document appear on the following page.

THE CODE FINDER

SECTION A - Organization
None

SECTION B - Board Operations
None

SECTION C - General Administration
CGB - Administrative Positions
CGBAA - Qualifications and Duties - Assistant Commissioner

SECTION D - Fiscal Management
None

SECTION E - Business Management
None

SECTION F - Facility Expansion
None

SECTION G - Personnel
GBBA - Professional Personnel Qualifications and Duties
GBFA - In-Service Training

SECTION H - Negotiations
None

SECTION I - Instruction
IA - Philosophy
IB - Goals and Objectives
ICFA - Curriculum Guides and Course Outlines
IDAC - Career Education
IFA - Instructional Materials
IHF - Graduation Requirements

SECTION J - Students
None

SECTION K - General Public Relations
KB - Public Information Program

(See Next Page)

SECTION L - Organizational Relations
LC - School-Community Programs

SECTION M - Education Agency Relations
MGA - School Board Associations
MK - Educational Accreditation Agency Relations

Descriptor Term:	Descriptor Code:	Issued Date:
GENERAL ADMINISTRATION POSITIONS	CGB	
	Rescinds:	Issued:

NORTH CAROLINA — BOARD POLICY - The State Board is committed to an expanded occupational education program in the schools. To this end, it shall create the position of full-time career education coordinator. Abstract: State Plan for Career Education, 1977

Descriptor Term: PROFESSIONAL PERSONNEL QUALIFICATIONS AND DUTIES	Descriptor Code: GBBA	Issued Date:
	Rescinds:	Issued:

ARIZONA

LEGAL PROVISIONS - The State Board of Education shall prescribe standards for the certification of career education teachers and for the necessary career education competence of counselors. Arizona Revised Statutes, 15-1199.01

BOARD POLICY - In order to qualify for state Career Education funds, a district, area, or county career education program must . . . provide training for staff members in career applications. Fiscal Year 1979 State Plan for Career Education, 1977

CONNECTICUT

LEGAL PROVISIONS - The State Board shall have general supervision and control of the educational interests of the state . . . shall provide leadership and otherwise promote the improvement of education in the state . . . Constitution of the State of Connecticut, Article Eighth of Education, Sec. 10.4 (a)

BOARD POLICY - To assist local school districts in their efforts to improve the qualifications of the teachers in the field of career education, the State Department of Education shall develop guidelines for the position of career education specialist at the elementary and/or junior high school level.

It is further recognized that counselling and career choice awareness is basic to the implementation of the plan. As such, the career educator and/or specialist should receive the appropriate training to assist teachers and other counselors according to the guidelines to be developed by the State Department of Education.

Revised Guidelines, for the Initiation and Development of a Career Orientation and Exploratory Program, 1973; Connecticut State Department of Education, Div. of Vocational Education; Connecticut Master Plan for Vocational and Career Education, Final Report, Appendices, 4/76

GEORGIA

LEGAL PROVISIONS - The State Board shall maintain a comprehensive program of career, occupational . . . education . . . and shall establish policies, regulations, and standards relating to and necessary for the implementation of this Section. Georgia Code, 32-611a

(See Next Page)

GEORGIA, Cont'd.

BOARD POLICY - The Board, upon the recommendation of the State Superintendent of Schools, shall adopt regulations concerning certification of teachers, including those qualifying for supplementary services such as career education. Changes in Certiffcation, no date

ILLINOIS

LEGAL PROVISIONS - No one shall be certified to teach or supervise in the public schools of the State of Illinois who is not of good character, good health, and at least 19 years of age . . . The School Code of Illinois, 21-1

BOARD POLICY - To be a fully recognized school or school district, all professional staff members shall be properly certified in accordance with Section 21-1 of The School Code of Illinois. . . including special needs cooperative teacher coordinators and inter-related cooperative occupational teacher coordinators . . . The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, 1977

OREGON

LEGAL PROVISIONS - The standard elementary endorsement required . . . including:

(1) any three of the following: . . . occupational or career awareness.

. . . The standard secondary endorsement requires completion of . . . including:

(b) occupational exploration and career decision making. OAR 584-36-085,090

Descriptor Term: PROFESSIONAL PERSONNEL IN-SERVICE	Descriptor Code: GBFA	Issued Date:
	Rescinds:	Issued:

CONNECTICUT	LEGAL PROVISIONS - The State Board shall prepare . . . a five year master plan for career and vocational education . . . Public Act No. 75-422, State of Connecticut BOARD POLICY - The State Department of Education will work toward the implementation of providing in-service and pre-service teacher education in the Career Education Resource Center in Connecticut according to the Master Plan for Vocational and Career Education. Connecticut Master Plan, Final Report: Appendices, 4/76
HAWAII	LEGAL PROVISIONS - The University of Hawaii and the Department of Education are requested to support the implementation of career development in the public school system by developing and incorporating into their respective teacher training programs and instructional courses, workshops, seminars, or other suitable means to promote the integration of career development instruction in the curricula . . . H.R. No. 424 (1974)
KANSAS	LEGAL PROVISIONS - The State Board shall provide in-service and other programs as may be necessary to reorient teachers serving in the field of career education. Kansas S.C.R. No. 82

KENTUCKY

LEGAL PROVISIONS - The State Department of Education shall assist local school districts in conducting teacher in-service education programs on career education based on a training program developed by the department. KRS, Ch. 158, 1976

Descriptor Term:	Descriptor Code:	Issued Date:
INSTRUCTION PHILOSOPHY	IA	
	Rescinds:	Issued:

ALASKA

BOARD POLICY - . . . The basic objectives of public education are to assist all persons, to the extent possible, in the acquisition of the basic academic, social, career and leisure time skills. In addition, public education should foster the development of clear and logical thought . . . Adopted 2/13/78

Descriptor Term: INSTRUCTION GOALS AND OBJECTIVES	Descriptor Code: IB	Issued Date:
	Rescinds:	Issued:

ALASKA

BOARD POLICY - . . .

to develop within each person the competencies, skills, and values necessary for him to function as a contributing member of society.

to stimulate the creative abilities inherent within the individual.

to provide an environment where each person, regardless of any conditions affecting him is continually afforded the opportunity to reach his maximum potential as an individual and as a member of society.

to inspire each person to seek and use knowledge independently.

to develop within each individual the motivation and capacity to critically evaluate information from any source . . . Adopted 2/13/78

ARIZONA

LEGAL PROVISIONS - The State Board shall establish standards and qualifications requirements for school district and county career education program objectives. Arizona Revised Statutes, Art. 9, 15-1199.01

BOARD POLICY - As a basis for the Arizona State Plan for Career Education, the State Board subscribes to the following long-range goals for career education, realizing that career education must continue to be based on the belief that proficiency in the basic skills -- reading, writing, and computation:

1. Achieve an increased awareness and understanding of interests, aptitudes, and responsibilities as these relate to various careers.

2. Demonstrate increased interests and achievement in the educational program, emphasizing communications and basic skill areas.

3. Understand the world of work and its impact on self and society.

(See Next Page)

ARIZONA, Cont'd.

4. Make decisions related to career areas being explored.

5. Possess career entry level skills upon exiting from the formal educational program.

6. Demonstrate an understanding and appreciation for the value of continual learning, the arts, and leisure qualities of life. Fiscal Year 1979 State Plan for Career Education, 1977

FLORIDA

BOARD POLICY - The goals which the State Board believes are basic for student development shall be:

communication and learning skills are fundamental to virtually all salaried and non-salaried careers.

Citizenship education provides a basis for many public services, assists learners in selecting meaningful careers, and assists in harmonizing career activities with one's social responsibilities.

Occupational interests form the basis of most careers for most people. Career education endeavors to help individuals identify and become proficient in occupational areas they choose as careers.

Mental and physical health are vital to any career which is pursued.

Home and family relationships constitute a career for many persons for many years. They are also critical factors in the success of many whose careers are centered outside the home.

Aesthetic and cultural appreciation is an important influence on many career choices.

Human relations is an important factor in career choice and is an important determinant of success in many careers. Career Education in Florida, 1973

(See Next Page)

NEBRASKA

LEGAL PROVISIONS - The State Board of Education shall be a policy-making body which shall provide enlightened professional leadership, guidance, and supervision of the state school system. Nebraska Constitution; Nebraska Statutes, no citation

BOARD POLICY - As part of the educational goals for Nebraskans, the Board believes that each student should possess the skills necessary for learning in any situation, and prepare to learn continuously at his/her own direction, select appropriate resources and logical processes in solving problems, respect the total range of vocations and recognize their requirements and rewards, understand and respect a variety of governmental systems, and be prepared to participate in his own function within society according to a personal system of values. Educational Goal Statements for Nebraskans, 6/11/71

NEW YORK

BOARD POLICY - The Regents of the State of New York adopt the following educational goals which assume the fundamental importance of the individual . . .

> Ability to sustain lifetime learning in order to adapt to the new demands, opportunities, and values of a changing world . . . Adopted 2/1974

OREGON

BOARD POLICY - The Oregon Board of Education, in response to the changing needs of Oregon learners, sets forth six goals for the public schools . . .

Each individual will have the opportunity to develop to the best of his or her ability the knowledge, skills, and attitudes necessary to function in each life role.

> In the preparation for the role of producer:
>
> Each individual will learn of the variety of occupations; will learn to appreciate the dignity and value of work and the mutual responsibilities of employees and employers; and will learn to identify personal talents and interest, make appropriate career choice, and develop career skills.

(See Next Page)

OREGON, Cont'd.

In addition to the goals for Oregon learners, the State Board has adopted priorities for improving the instructional and management practices of community colleges . . .

> Expand career education opportunities by increasing the diversity of occupational training programs for youth and adults, in keeping with current manpower needs, which will assure each learner a reasonable chance for gainful employment in an occupation that suits his talents and interests. Adopted 2/8/74

WASHINGTON

LEGAL PROVISIONS - The Basic Education Act for the schools of the State of Washington shall provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

One of the program requirements to satisfy the basic educational goal is a minimum percentage of total program hour offerings in the area of work skills which include career education grades K-12. Washington Basic Education Act, Ch. 359, Laws of 1977, 1st Extraordinary Session

BOARD POLICY - The Board affirms its belief in the importance of career education by including the following among its outcome goals for Washington students:

> as a result of the process of education, all students should have been prepared for their next career step,
>
> as a result of the process of education, all students should use leisure time in positive and satisfying ways,
>
> as a result of the process of education, all students should be committed to life-long learning and personal growth. Goals for Washington Common School, 1972

Descriptor Term:	Descriptor Code:	Issued Date:
INSTRUCTION CURRICULUM GUIDES AND COURSE OUTLINES	ICFA	
	Rescinds:	Issued:

CALIFORNIA

LEGAL PROVISIONS - The State Board of Education shall prepare and distribute an assessment framework to assist districts in developing standards of proficiency. The Legislature declares its intent to encourage improvement of California schools and is committed to the belief that . . . schools should provide pupils opportunities to develop skills, knowledge, awareness and appreciation in . . . career education. California Statutes, Ch. 6, Art. I, 52000, 1977

BOARD POLICY - The State Board, upon the recommendation of the Superintendent of Public Instruction, shall approve guidelines developed by the State Department of Education to assist local districts in offering career education. Implementing Career Education, Exemplary Practices, 1977; Implementing Career Education, Nine Models, 1976; Career Education, An Annotated Bibliography, 1975; Implementing Career Education, An Administrator's Handbook, 1976; Implementing Career Education, Instructional Strategies Guide, 1977

KANSAS

LEGAL PROVISIONS - The State Board shall encourage, support and promote career education programs in Kansas school districts . . . prepare guidelines to assist school districts in planning and organizing career education programs . . . Senate Concurrent Resolution, No. 82, 1974

BOARD POLICY - The State Department of Education shall develop a guide for career education to assist school districts in planning and organizing career education programs. The Kansas Guide for Career Education, 1972

LOUISIANA

LEGAL PROVISIONS - The State Board of Education and the Department of Education shall plan, develop and provide a coordinated, comprehensive program of career education . .

To accomplish the goals set forth in Section 1992, the Board in cooperation with other educational institutions . . . shall implement career education by planning, executing, and administering plans for . . . the following . . .

(5) printing of curricula and printing of guidelines . . Louisiana Revised Statutes, Title 17, Ch. 9, 1992, 1993, 1971

(See Next Page)

LOUISIANA, Cont'd. BOARD POLICY - The State Department of Education shall develop guidelines to assist local school parishes in the implementation of the state plan for career education. Louisiana Career Education Goals and Objectives, 1975

MARYLAND BOARD POLICY - In conjunction with the State Board's commitment to career education, the State Department shall develop curriculum guides for the assistance of local districts. Career Guidance Manual, 1976; Career Education: Resource Notebook, 1974

NEW MEXICO LEGAL PROVISIONS - The State Board shall determine public school policy . . . and shall have control, management and direction of all public schools, pursuant to authority and powers provided by law. New Mexico Constitution, Article XII, Sec. 6

BOARD POLICY - To assist local school districts in the implementation of career education into their curricula, the State Department of Education shall develop curriculum guidelines. Career Education in the High School, 1977

Descriptor Term: INSTRUCTION CAREER EDUCATION	Descriptor Code: IDAC	Issued Date:
	Rescinds:	Issued:

ALABAMA

BOARD POLICY - Career education is an educational approach that emphasizes the relationships between education, employment and other activities -- which extends from pre-school age through retirement years. The term includes education relating to career awareness, career exploration, and career preparation . . .

Career education should be perceived as a very viable component of all educational programs. It is a concept that is completely integrated with the existing educational structure -- in all subjects, for all students, and involving all parents, teachers, and the community at large. Therefore, the State Board believes that the concept of career education be reflected in the total curriculum and organizational structure of the State Education System. The Board declares its intent, through the State Superintendent of Education, to promote the implementation of career education in all schools of Alabama and to document this implementation. News, State Department of Education

ALASKA

BOARD POLICY - The Board pledges its commitment to educational programs to assure equal opportunity for career development and continuing programs of training and retraining. Adopted 2/13/78

ARIZONA

LEGAL PROVISIONS - The State Board shall establish standards and qualification requirements for school district and county career education program objectives. Arizona Revised Statutes, Article 9, 15-1199.01

BOARD POLICY - The Board believes that career education is a K-12 program to be implemented in whole or in part and shall consist of: (K-3) awareness of the world of work; (4-6) orientation to the world of work; (7-9) exploration of occupations; and in later grades (10-12) in-depth exploration of clusters selected by the students, information on specific prerequisites for particular careers and career preparation for all students. Rule 231

Further, the State Board encourages fellow school Board members, educators and the community at large to support career education efforts. Arizona State Board of Education, Position Statement, Career Education (no date)

(See Next Page)

CALIFORNIA

LEGAL PROVISIONS - The Legislature hereby recognizes that it is the policy of the people of the State of California to provide an educational opportunity to every individual to the end that every student leaving school should be prepared to enter the world of work . . . Sec. 7504, Ch. 713

As part of the special education master plan, a goal shall be to assist pupils in preparing for careers, ranging from working at home to full-time employment. 7015 California Statutes, Education Code, as cited above

BOARD POLICY - The State Board affirms the importance of career education within the curriculum of the school systems of California in the belief that too often, many youths have received an education which has not provided them with proper career preparation nor the desire to obtain it. . . Adopted 4/11/69

COLORADO

LEGAL PROVISIONS - There shall be established a State Career Education program that will contain technical assistance to local school districts, flow-through funds for support of local school district projects, and a statewide career education resources center. Participation in the program by local school districts is entirely permissive. Colorado House Bill 1346, 1975

BOARD POLICY - The State Board believes in the importance of career education as an integral part of the school experience and, therefore, places it as a matter of high educational priority for the state of Colorado. State Plan: Colorado Career Education, 1977

CONNECTICUT

LEGAL PROVISIONS - The State Board shall have general supervision and control of the educational interests of the state which interests shall include . . . vocational education and adult education; shall provide leadership and otherwise promote the improvement of education . . . including research planning and evaluation; shall prepare such courses of study and publish such curriculum guides . . . as it determines are necessary to assist school districts to carry out their duties prescribed by law. Sec. 10.4, Constitution of the State of Connecticut, Article Eighth of Education

An act concerning career education and vocational education plans and incentive grants for purposes of providing improved and increased career and vocational education opportunities. Public Act No. 78-220

(See Next Page)

CONNECTICUT, Cont'd.

The State Board shall prepare, with the advice of the advisory council on vocational and career education, representatives of local and regional boards of education . . . a five year master plan for career and vocational education, and shall submit said plan to the governor and the general assembly on or before February 15, 1976. The master plan shall include, but not be limited to, the following elements . . .

(1) goals for vocational and career education.

(5) the role and scope of each such school or institution.

(8) program distribution and the need for program revision . . . Public Act No. 75-422, State of Connecticut

BOARD POLICY - The State Board shall adopt a Master Plan for career and vocational education which shall . . .

1. require every local and regional board of education to develop, with participation of the professional staff, labor, business and the community, a policy position and an action plan for career and vocational education, for kindergarten through grade 12 . . . Adopted 4/76

FLORIDA

LEGAL PROVISIONS - Funds allocated to school districts for career education shall be expended for career education programs in accordance with district plans developed in accordance with guidelines issued by the commissioner . . . Florida Statutes, 229.840

BOARD POLICY - The guidelines for career education . . . shall include the following:

. . . (3) activities to be implemented during the period of the plan for kindergarten through post-secondary curricula, placement and follow-up . . . State Board Regulations, 6A-6.731

(See Next Page)

GEORGIA

LEGAL PROVISIONS - The State Board shall maintain a comprehensive program of career, occupational and vocational education. The purpose of this program shall be to provide occupational training and retraining to meet the needs of the citizens and the manpower needs of business and industry within the State . . . The State Board shall establish policies, regulations, and standards relating to and necessary for the implementation of this Section. Georgia Code 32-611a

BOARD POLICY - The Board believes that career education is a concept through which all educators assist each individual at every educational level to make continuous progress in acquiring the abilities necessary to satisfactorily manage a personally meaningful and productive career . . . The State Superintendent of Schools shall give direction, encouragement, and assistance to local school systems in implementing career education as a concept within the public schools. . . Adopted March, 1976

ILLINOIS

LEGAL PROVISIONS - The State Board shall establish goals and policies to provide direction to the State Superintendent, the Illinois Office of Education, and the local school systems. Illinois Constitution, 1970

BOARD POLICY - The educational system shall provide every student with opportunities to prepare themselves for entry into the world of work. Every district shall initiate a Career Awareness and Exploration Program which should enable students to make more meaningful and informed career decisions. This program should be available at all grade levels. Evaluation, Supervision, and Recognition of Schools, State Board of Education, 10/1/77

IOWA

LEGAL PROVISIONS - The Board of Directors of each local public school district . . . shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-oriented society . . . Uniform School Requirements, Code of Iowa, Ch. 280.9, 1974-1975

BOARD POLICY - The Board identifies eleven imperative needs in education to be addressed by the Department of Public Instruction, including career education. 1970

(See Next Page)

KANSAS

LEGAL PROVISIONS - The State Board shall encourage support and promote career education programs in Kansas school districts . . . Senate Concurrent Resolution No. 82, 1974

BOARD POLICY - The State Board believes that as part of its commitment to career education, there should be a structured program in career awareness to provide on the elementary level . . . The curriculum should be developed to meet the needs of all students in grades K-12 within the district and should embrace the career education concept. 7/6/72

KENTUCKY

LEGAL PROVISIONS - Career education shall be conducted in the elementary, secondary, post secondary, and adult education programs administered by the Department of Education under the authority of the State Board of Education as a process incorporated into the total curriculum and in conjunction with courses in any appropriate area of study. H. B. 70, Sec. 5 (1); KRS, Ch. 158

BOARD POLICY - With the approval of the State Board, the State Department of Education shall assist in the development and dissemination of model curricula, identify and disseminate information on effective teaching methods and in compliance with state statutes. Guidelines for Career Education, 1976; State Plan for Career Education in Kentucky, 1976-1978

LOUISIANA

LEGAL PROVISIONS - The State Board of Education and the Department of Education shall plan, develop and provide a coordinated, comprehensive program of career education to encourage and to promote the acquisition of skills for earning a living together with basic academic skills and to develop the potentials of students into abilities that will enable them to be as self-sufficient as their talents permit, to function effectively in society and to live meaningful, enjoyable lives; . . .

To accomplish the goals set forth in Section 1992, the Board, in cooperation with other educational institutions and the department, shall implement career education by planning, executing and administering plans for, but not limited to, the following:

(See Next Page)

LOUISIANA, Cont'd.

(1) the development of professional skills in career education by pre-service training of teachers and counselors and by in-service training of teachers, counselors, administrators and supportive service personnel . . .

(2) allocation of vocational-technical teachers throughout the various levels and throughout the system of career education.

(3) writing or revising the handbook for school administration.

(5) printing of curricula and printing of guidelines.

(6) higher levels of training for career students at the institutions of higher learning, including one- and two-year certificates and associate degree programs . . . Louisiana Revised Statutes, Title 17, Ch. 9, 1991, 1992, 1993, 1971

BOARD POLICY - A State Plan for Career Education shall be implemented kindergarten through post-secondary programs in the public schools with the belief that career development cannot be divorced from self development; therefore, every experience which is designed as an experience in career education must be considered to be a part of the larger whole -- self development. State Plan for Career Education, 1973

MARYLAND

BOARD POLICY - The State Board affirms its support of the concept of career education and directs the Department to develop a comprehensive plan to serve all youth and adults involving career orientation, exploration, preparation for job entry and/or further education, including intensive guidance and counseling services. 10/27/71, Resolution No. 1971-56

So that it might better implement effective career education in the total educational program, the Board shall establish a State Advisory Council for Career Education and shall appoint persons to serve as members for a period of two years. Resolution No. 1976-69, 9/29/76

To further strengthen the Board's commitment to career education, the State Board shall approve the 1979-83 Five Year State Plan for Career Education. Resolution No. 1978-2, 1/25/78

(See Next Page)

MINNESOTA

BOARD POLICY - Minnesota education needs to provide adaptability skills required to keep pace with our rapidly changing society, including the world of work... To meet this need, there was established a State task force for career education to make recommendations for a career education State plan for Minnesota. Short Range Plan for Career Education, 12/13/76

MISSISSIPPI

LEGAL PROVISIONS - The State Department of Education shall be responsible for the administartion and supervision of the career education concept as an educational innovation in the State of Mississippi. S.B. 2629, Ch. 394

BOARD POLICY - The position of the Mississippi State Board of Education is that career education is needed by and and intended for all public school students. As a lifelong developmental process, career education focuses on competencies and attitudes essential for living and earning a living.

Career education builds on the premise that the public school experience:

(1) can provide the individual positive assistance in his/her career development;

(2) pervades all levels of education;

(3) focuses on the total development of the individual;

(4) unites individual educational efforts;

(5) presents a sequentially-developed educational emphasis on career awareness, exploration, and preparation;

(6) revitalizes the existing educational system . .

ADOPTED: 8/25/76

NEBRASKA

LEGAL PROVISIONS - The State Board of Education shall be a policy-making body which shall provide enlightened professional leadership, guidance, and supervision of the State school system Nebraska Constitution; Nebraska Statutes, No citation

(See Next Page)

NEBRASKA, Cont'd.

BOARD POLICY - Within the general philosophies and beliefs of the State Board, it believes career education to be instruction that provides persons the opportunity to plan and prepare for a meaningful and satisfying role as a working member of society. We believe that career education should, through continuous learning experiences from kindergarten through adulthood, help each person develop the attitudes, knowledge, and skills needed to function effectively in his/her chosen career. Adopted 9/7/72, 10/9/72

NEVADA

BOARD POLICY - It is the position of the State Board of Education that career education is needed by and intended for all people. It is a life-long development process which extends from early childhood through adulthood and is based upon the premise that work and purposeful study are respectable. It is responsive to public demand for both relevance and accountability. While specific responses toward relevance and accountability may vary, career education is properly viewed as a viable response which meets the broad educational needs of the learner. Career Development in Nevada; A Conceptual Model of Career Education for Nevada Schools, 1976.

NEW JERSEY

LEGAL PROVISIONS - The legislature is committed to provide to all children in New Jersey, regardless of socioeconomic status or geographic location, the educational opportunity which will prepare them to function politically, economically and socially in a democratic society. Public School Education Act, N.J.S.A. 18A:7A et seq.

BOARD POLICY - The Board believes that career education should enjoy a position of high priority in New Jersey's educational efforts. Adopted 8/75

Therefore, upon the recommendation of the Commissioner of Education, the State Board adopts the State Plan for career education which shall be used as the basis for the operation and administration of the State program established pursuant to the Education Amendments of 1974 P. L. 93-380. Adopted 7/6/77

(See Next Page)

NEW MEXICO

LEGAL PROVISIONS - The State Board shall determine public school policy and vocational educational policy and shall have control, management and direction of all public schools, pursuant to authority and powers provided by law. New Mexico Constitution, Article XII, Sec. 6

BOARD POLICY - The State Board endorses career education as a practical means to improve education and occupational opportunities for the youth of the State. Therefore, implementation of career education shall occur July 1, 1973 in grades K-6; on July 1, 1975 at the junior high school level, and on July 1, 1977 at the high school level, as outlined by the State Department of Public Instruction. Implementation Guidelines, 6/6/73

NEW YORK

BOARD POLICY - To guarantee an adequately prepared work force and productive employment for all who are able and willing to work, New York State will need to fashion a comprehensive system of occupational education programs and services . . . The system will provide a continuum of occupational education programs and services, beginning in early childhood and extending through all instructional levels, including adult and continuing education . . . ADOPTED: 5/1971

NORTH CAROLINA

BOARD POLICY - The Board believes that a expanded occupational education program at the elementary, secondary, and post-secondary levels is a top priority. By 1978 all children in grades K-9 shall experience an occupational awareness and exploration program and a eighty percent of all students grades 10-12 shall be in a skill development program involving work experience training in business and industry . . . ADOPTED: 2/3/72

OHIO

BOARD POLICY - Because all young people need experiences which enable them to make wise career choices, education in the basic skills at all grade levels of the schools may be enhanced and made more meaningful through career education. The Board believes an appropriate goal shall be the provision of a career development program for all youth in the public schools. Resolution on Career Education, November, 1974

Therefore, the Board shall adopt a State Plan for Career Education which is designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It

(See Next Page)

OHIO, Cont'd.

combines the efforts of home, school, and community, and reaches from pre-school through adulthood. Extracted from The Ohio State Plan for Career Education, no date

PENNSYLVANIA

BOARD POLICY - . . . We are, therefore, directing the Secretary of Education to put before the Board, within the next nine months, a plan for the development of community learning within the schools of Pennsylvania, with the following criteria in mind: . . . (c) a plan for maximizing community involvement in the schools including both (1) the community use of schools and (2) the school's use of resources of the community . . . Resolution, Pennsylvania State Board, 1/16/76

SOUTH DAKOTA

BOARD POLICY - The Board believes that career education is an instruction strategy which provides an opportunity for all students to prepare a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work, the development of basic skills essential to all other learning, a broad orientation to occupations (professional and non-professional) indepth exploration of selected (occupational) clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources. CE Profile: Emerging History of Career Education in South Dakota, 8/88

TEXAS

BOARD POLICY - Career education shall be a priority for long-range development in Texas public schools. This decision is based on the recognition that career education is designed to make elementary and secondary school programs more sensitive to developing in students the skills, understandings, attitudes, values, and background of experience needed to prepare them to become and remain productive citizens . . .

It is the objective of the Board that by 1980, ninety percent of the districts in Texas will operate programs which meet the standards for comprehensive Career Education established by the Texas Education Agency. To achieve this end, the Board establishes seven tasks:

(See Next Page)

TEXAS, Cont'd.

1. develop and distribute to school district, regional education service centers, and other educational institutions standards which describe the criteria for acceptable Career Education;

2. develop the necessary capabilities to determine how well students are progressing in relation to standards;

3. cause to be developed materials and curriculum information which can be used by teachers and curriculum supervisors in local schools;

4. ensure that needed supplies and materials for teachers in the classroom are provided;

5. ensure that teachers and other school personnel are trained in the effective use of career education materials and techniques;

6. inform and involve the general public;

7. provide funds to carry out all of the tasks listed above. Priorities of the State Board of Education, no date

UTAH

BOARD POLICY - It is the position of the State Board that career education will be a major thrust of the total public education system from the kindergarten through secondary, post-secondary, and adult levels. The Education Agency will provide the leadership necessary for the development of the K-6 program to include career awareness, the junior high or middle school curriculum to focus on career orientation and exploration, the senior high school curriculum to assist students to identify tentative career goals, and the adult and postsecondary levels tailored to each student's interests and needs. Utah State Board of Education, 6/73

VIRGINIA

LEGAL PROVISIONS - The General Assembly concludes that a goal of public education must be to enable each student, upon leaving school, to continue successfully a program of advanced education or to enter the world of work. Each school division shall, therefore, by September, 1978, provide programs, approved by the Board of Education, that offer:

(See Next Page)

VIRGINIA, Cont'd. (1) career guidance to all secondary students . . .

(3) B. By June 30, 1977, each school division, in cooperation with the Board of Education, shall have a plan for alternative career education to provide instructional choices for parents and students. By September, 1980, each school division shall have a program of alternative career education . . .

Standards of Quality for Public Schools in Virginia, enacted by the General Assembly of Virginia, 1976

WASHINGTON

LEGAL PROVISIONS - The Basic Education Act for the schools of the State of Washington shall provide students with the opportunity to achieve those skills which are generally recognized as requisite to learning.

One of the program requirements to satisfy the basic educational goal is a minimum percentage of total program hour offerings in the area of work skills which include career education grades K-12. Washington Basic Education Act, Ch. 359, Laws of 1977, 1st Extraordinary Session

BOARD POLICY - In compliance with the legislative intent that career education be an integral part of the curriculum of the Washington school system, the State Board, upon the recommendation of the Superintendent of Public Instruction, approves the Washington State Plan for Career Education. Washington State Plan for Career Education, 1977

Descriptor Term:	Descriptor Code:	Issued Date:
INSTRUCTION GRADUATION REQUIREMENTS	IHF	
	Rescinds:	Issued:

WASHINGTON

LEGAL PROVISIONS - Career education shall be included among the areas of study which each local school district must make available to students in the secondary program.

However, students need not be required to take course work in such areas of study, but individual students must have the opportunity to enroll in such planned learning experiences, which may be taught as separate courses or may be incorporated into broader subject areas. Washington Administrative Code 180-56-026

Descriptor Term:	Descriptor Code:	Issued Date:
GENERAL PUBLIC RELATIONS PUBLIC INFORMATION PROGRAMS	KB	
	Rescinds:	Issued:

ARIZONA

LEGAL PROVISIONS - The State Board shall approve or disapprove program objectives, with approval being subject to funding availability. ARS 15-1199.01

State Career Education assistance is payable for programs, including an organized statewide program of public information and community involvement in the merits of career education. 15-1199 Arizona Revised Statutes, Art. 9

BOARD POLICY - Career education is a concept aimed at increasing the relevancy of education by relating teaching and learning to the world of work. Career education is a broad-based concept that relates to all subjects and impacts all students at all grade levels. The cornerstone upon which career education is built is community involvement - students and educators learning in the community and community members learning and assisting in the school. Arizona State Board of Education, Position Statement, Career Education (no date)

CONNECTICUT

LEGAL PROVISIONS - The State Board of Education also shall include recommendation for policies and programs designed to improve education and may publish such reports and information concerning the education interests of the state within its jurisdiction as it deems advisable. Constitution of the State of Connecticut, Article Eighth of Education, Section 10.4 (c)

At the direction of the State Board, the Department of Education shall have published appropriate material to inform the public of the aims and purpose of career education. A Bright Idea to Throw New Light on Our World

Descriptor Term:	Descriptor Code:	Issued Date:
RELATIONS WITH OTHER EDUCATION AGENCIES EDUCATIONAL ACCREDITATION AGENCY RELATIONS	MK	
	Rescinds:	Issued:

IOWA

LEGAL PROVISIONS - The Board of each school, public and non-public, shall incorporate into the educational program the total concept of career education. Curricular and co-curricular teaching-learning experiences from prekindergarten level through grade twelve shall be provided for all students in accordance with Section 280.9. School Laws of Iowa, Approved Schools and School Districts, 670--3.5, 1975. Chap. 3

OREGON

LEGAL PROVISIONS - The State Board of Education shall establish minimum standards for public schools in Oregon, grades kindergarten through twelve. ORS 326.051

BOARD POLICY - Each local district enrolling students in grades 9-12 shall implement Board-adopted high school graduation requirements beginning with the graduating class of 1978 . . .

(b) units of credit shall be earned in the following areas of study: . . .

I. Career Education -

Student transcripts shall record demonstration of minimum competencies necessary to . . .

(j) Function within an occupation or continued education leading to a career.

Each local board shall by September 1, 1976, approve a district guidance and counseling program to support the educational development of each student by:

(d) setting tentative career and education goals.
Elementary-Secondary Guide for Oregon Schools, 1974
Part I, Minimum Standards for Public Schools

NEW MEXICO

LEGAL PROVISIONS - The State Board shall prescribe minimum educational standards for all public schools in the state. A copy of these educational standards shall be furnished by the Department of Education to each local school board. The educational standards shall include minimum standards for the following areas: curriculum, . . . teacher preparation. New Mexico Public School Code, Sec. 77-2-8

(See Next Page)

NEW MEXICO, Cont'd. BOARD POLICY - The State Board seeks improved educational competence in every area. To comply with statutory requirements and to attain its goal, the State Board shall adopt minimum educational standards for New Mexico Schools including the integration of career awareness at the elementary level, career exploration and orientation at the junior high school level, and career direction at the high school level. Minimum Educational Standards for New Mexico Schools 3/76

UTAH

LEGAL PROVISIONS - The State Board shall provide general control and supervision of the public school system. Utah State Constitution, Article X, Sec. 8

BOARD POLICY - It is the policy of the State Board to provide such general direction in secondary education as will effectively guide local school districts in their responsibilities of enabling students to have a meaningful secondary school experience . . . The following requirements and guidelines embrace the concept of minimum standards . . . included may be work and service experience credit which shall follow the requirements developed by the State Department of Education. Guidelines for Work and Service Experience Credit (no date)

Descriptor Term:	Descriptor Code:	Issued Date:
GENERAL ADMINISTRATION DUTIES AND RESPONSIBILITIES ASSISTANT COMMISSIONER	CGBAA	
	Rescinds:	Issued:

NEW JERSEY

Because of the priority placed on career education by the State Board of Education and the passage of state legislation, the Assistant Commissioner, Division of Vocational Education, shall be responsible for the submission of an application for federal funding to develop a state plan for career education grades K-12. If funds are received, the Department of Education shall prepare this plan for State Board approval. State Plan for Career Education 2/20/76

Descriptor Term:	Descriptor Code:	Issued Date:
INSTRUCTION GOALS AND OBJECTIVES	IB	
	Rescinds:	Issued:

NEVADA

The Department of Education identifies ten common goals for full education These statewide goals, common to all Nevada schools, represent an end toward which schools strive, and for which they perform work and render service. The following eight Career Education goals developed by the Department of Education are derived from and relate closely to these common goals:

1. self-awareness leading to self-identity
2. career awareness leading to career identity
3. appreciations and attitudes leading to self and social fulfillment
4. educational awareness leading to educational identity
5. economic awareness leading to economic understanding
6. decision-making skills leading to career decisions
7. skill awareness and beginning competence leading to employment skills
8. employability skills leading to career placement.

Career Development in Nevada: Goals and Objectives, 1974

Descriptor Term: INSTRUCTION CURRICULUM GUIDES AND COURSE OUTLINES	Descriptor Code: ICFA	Issued Date:
	Rescinds:	Issued:

ALABAMA	To carry out the State Board's intent that career education be implemented into the curriculum, the State Department of Education shall develop a comprehensive career education model matrix and appropriate curriculum guidelines for the assistance of the local school districts. Career Education Curricilum Model: A Guide for Teachers Grades 5-8, 1976
CALIFORNIA	As a part of the implementaion of the goals for career education developed by the State Department of Education, the Department shall provide a guide to assist administrtors of local school districts with carrying out their part of the program. Implementation Career Education, 1976, An Administrator's Handbook.
IDAHO	The State Department of Education shall develop a career education guidance guide for use in Idaho's school districts which shall include the objectives and components of a career guidance program. Career Guidance Counseling Placement Guide, 1975
NEVADA	To implement the commitment to career education made by the State Board, the Department of Education shall formulate curriculum guidelines to assist local school districts to develop their individual programs. Career Development: Organizing for Instruction, 1974
OHIO	Because the State Board of Education believes that a career education program is an importmant goal for education in the State, the State Department of Education, Division of Vocational Education's Career Development Service,has developed guidelines for submission of implementation proposals by local schools. Ohio Career Develooment Program: Guidelines for Submission of Implementation Proposals by Local Schools. Continually revised since 1972
PENNSYLVANIA	The State Department of Education shall assist intermediate units and local districts in the process of implementing career education. Central Susquehanna Intermediate Unit, Career Development Model.

(See Next Page)

SOUTH CAROLINA	The State Department shall develop and adopt resource manuals as part of the South Carolina Model Comprehensive Project in Career Education. Career Education in South Carolina, 3/75
WEST VIRGINIA	To assist local educational agencies, the West Virginia Department of Education shall develop a guide for the design and implementation of vocational exploratory programs. Guide for Establishing Programs of Vocational Exploration, 1977

Descriptor Term:	Descriptor Code:	Issued Date:
INSTRUCTION CAREER EDUCATION	IDAC	
	Rescinds:	Issued:

CALIFORNIA	Career education shall have a status of high priority within the State Department of Education. The Department will provide a leadership role in the development of programs to implement a comprehensive program. As a part of this effort such groups as the California Career Education Career Education Task Force shall develop goals and a proposed model for California, and the State Steering Committee for Curriculum Development. Career Education, A Position Paper on Career Development and Preparation in California, 1974; Course of Study, 1976-78
GEORGIA	At the direction of the State Board of Education, each State Departmental office shall develop annually a plan for career education including the five components coordinated and reviewed by the Superintendent's Task Force. These plans shall be due prior to submission of the annual budget. Executive Procedure, 30-1720
IDAHO	The State Superintendnet believes that career education, a means of providing information to students about the many possibilities that face them, should be woven into the fabric of all other disciplines. As a consequence, he shall give full support to career education and to what it will do for Idaho children. Letter to Members of the Career Education Advisory Council from the State Superintendent, 9/13/77
IOWA	The Department of Public Instruction shall develop plans to include those which ensure that the instructional program of each school enables individuals to move through the stages of career development in a planned sequence of curriculum experiences. Concerns into Actions, Department of Public Instruction, 9/75
MASSACHUSETTS	Based on the commitment of the State Board to career education, the Department of Education shall develop a preliminary plan for career education to provide a basis for the future development of a set of state guidelines for local school district use. The preliminary plan shall be prepared with the assistance of Regional Task Forces. The Development of a State Plan for Career Education in Massachusetts, 1977

(See Next Page)

NEW MEXICO	The State Department shall provide guidelines for the administrative implementation of career education at the local school district level. Career Education in New Mexico: Implementation Guidelines, 1973
SOUTH CAROLINA	The State Department shall develop appropriate documents to aid in the implementation of career education in the schools of South Carolina which shall include a position paper to provide a conceptual knowledge of the philosophy surrounding career education. Career Education in South Carolina, 3/75
WISCONSIN	The Wisconsin Department of Public Instruction is committed to career education as an integral part of the total curriculum in the Wisconsin schools. To assist local school districts in carrying out the program, the Department has a guide for integrating career education with local curriculum. Wisconsin's 1978 State Plan for Career Education includes guidelines for the development of local plans for career education. Wisconsin Career Education Needs Assessment and Survey of Resources Handbook. 1977

Descriptor Term:	Descriptor Code:	Issued Date:
GENERAL PUBLIC RELATIONS SCHOOL-SPONSORED MEDIA	KBB	
	Rescinds:	Issued:

NEVADA

In order to keep the public and school district staff members informed of the development toward achieving a Career Education state plan, the Department of Education shall formulate a newsletter to be issued when appropriate. Career Education, New Horizons in Nevada, Vol. 1, No. 2, 1977

GBFA
EXHIBIT

WISCONSIN

PROFESSIONAL PERSONNEL - IN-SERVICE

CAREER EDUCATION OPINIONNAIRE
FOR USE IN
STAFF IN-SERVICE PROGRAMS

I. Please supply information as requested:

Check subject(s) or position:

____ K-6	____ Fine Arts
____ English	____ Vocational Subjects
____ Social Studies	____ Physical Education
____ Mathematics	____ Paraprofessional
____ Science	____ Counselor
____ Foreign Language	____ Other Specialist:_____
	____ Administrator

Number of years of non-school work experience?_____

In what occupations? _____

Number of years of school work experience? _____ (Incl. '72-'73)

In what positions?_____

II. To help us establish where we want to go in career education, where we are now, and what we need to do to close the gap between the two, we need your reactions to the following statements. If you strongly agree, please circle SA after the statement. If you agree, circle A. If you disagree, circle D; and if you strongly disagree, circle SD.

WHERE DO WE WANT TO GO?

I believe I should . . .

1. Help students develop an understanding of themselves and others. SA A D SD

2. Help students develop positive attitudes toward themselves, school, and work. SA A D SD

(See Next Page)

CAREER EDUCATION OPINIONNAIRE, Continued.

3.	Help students relate what they learn to occu tions.	SA A D SD
4.	Help students learn to appreciate the personal, social, and economic significance of work.	SA A D SD
5.	Help students develop an appreciation for the importance of all types and levels of work	SA A D SD
6.	Help students develop an appreciation for the intrinsic values of work.	SA A D SD
7.	Help students assess their interests, aptitudes, personal traits, personal needs, and personal values, as an aid to career planning.	SA A D SD
8.	Help students become aware of the many occupational options open to them.	SA A D SD
9.	Help students consider how their career choice may affect the kind of life they will lead.	SA A D SD

I believe <u>we</u> should . . .

10.	Provide opportunities for students to test their interests and aptitudes through paid or unpaid, actual or simulated work experience.	SA A D SD
11.	Help students develop skills in gathering information as an aid to career planning.	SA A D SD
12.	Help students become aware of employment trends.	SA A D SD
13.	Help students become aware of employer expectations	SA A D SD
14.	Prepare all youth for a "next step" when they leave our public schools, in either immediate employment or continuing education.	SA A D SD
15.	Help students learn how to get, hold, and advance on a job.	SA A D SD
16.	Help students learn how to qualify for entrance and succeed in post-secondary school	SA A D SD
17.	Provide placement services for students upon exit from high school.	SA A D SD

(See Next Page)

CAREER EDUCATION OPINIONNAIRE, Continued.

WHERE ARE WE NOW?

1.	I am already familiar with the U. S. Office of Education Model for Career Education.	SA	A	D	SD
2.	I am already familiar with the Wisconsin Model for Career Development.	SA	A	D	SD
3.	I am already familiar with the sixteen basic career development concepts in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum.	SA	A	D	SD
4.	I am already familiar with local Career Development Guide.	SA	A	D	SD
5.	As I see it, career education is a program for facilitating the life-long process of career development.	SA	A	D	SD
6.	I believe I am already doing a good job at integrating career education into my curriculum.	SA	A	D	SD
7.	I am already familiar with the career education resource materials in my building.	SA	A	D	SD
8.	I am already preparing my own local resource materials for career education.	SA	A	D	SD
9.	I am already using community resources for career education.	SA	A	D	SD
10.	I believe career education is for all students, including those with special needs and those who should go on to further education.	SA	A	D	SD
11.	As I see it, career education can be a strong motivational approach to learning.	SA	A	D	SD
12.	I believe the career education approach can make both learning and teaching more relevant and meaningful.	SA	A	D	SD
13.	I believe career education should be provided at all ages, beginning in early childhood.	SA	A	D	SD
14.	I believe the career education approach should be used in all subject areas.	SA	A	D	SD

HOW DO WE CLOSE THE GAP?

to implement career education . . .

(See Next Page)

1.	I need to become more familiar with the occupations that require knowledge of my subject(s).	SA A D SD
2.	I need more orientation and information on occupations in local business, government and industry.	SA A D SD
3.	I need to become more familiar with our local Career Development Guide.	SA A D SD
4.	I need to learn what other teachers are doing in career eeucation at my grade level or in my discipline.	SA A D SD
5.	I need to develop better career education learning activities.	SA A D SD
6.	I need concrete examples of how I can integrate career education into my curriculum.	SA A D SD
7.	I need to learn how to develop better exploratory work experiences through simulation.	SA A D SD
8.	I need better techniques for helping students develop information-gathering skills.	SA A. D SD
9.	I need better techniques for helping students develop decision-making skills.	SA A D SD
10.	I need to become more acquainted with career education resource materials in my building.	SA A D SD
11.	I need to learn better techniques for developing local resource materials for career education.	SA A D SD
12.	I need to become better acquainted with available community resources for career education.	SA A D SD
13.	I need to redefine my philosophy of education in light of career education.	SA A D SD

PLEASE LIST ADDITIONAL NEEDS, SUGGESTIONS, AND COMMENTS.

IFA
EXHIBIT

WISCONSIN

INSTRUCTIONAL MATERIALS

CAREER EDUCATION DEMONSTRATION PACKETS
developed by members of the
WISCONSIN K-12 CAREER EDUCATION CONSORTIUM
(A USOE funded demonstration project)

(please print)

Name:_____ Date:_____

Address:_____ Telephone No.:_____

_____

Please send me the items checked below. (These will be sent free of charge as long as supply lasts.)

____ 1. Action Learning: An Experience Based Learning Option

____ 2. Career Education and Basic Skills Curriculum Development, K-5

____ 3. Career Education Plan and Assessment Instrument for Elementary Teachers - Social Studies (Self) Skills

____ 4. Career Education - Staff Development

____ 5. Career Guidance Activities

____ 6. Counseling, Guidance, and Career Development

____ 7. Development of a Career and Educational Planning Center

____ 8. Development of a Community Resource Guide

____ 9. Development of a Community Resource Persons List for Career Education

____ 10. Development of Job Placement Services for High School Youth

____ 11. Development of Local Slides to Depict Job Opportunities in Community

____ 12. Development of Self Awareness Within the Second Grade Curriculum

____ 13. Development, Organization, and Operation of a Business and Education Council

____ 14. Experience Based Learning

____ 15. Five Career Education Ideas (General brochure, special education brochure, BIE inservice ideas, career day ideas, card file of ideas for primary students)

(See Next Page)

CAREER EDUCATION DEMONSTRATION PACKETS, Cont'd.

___ 16. Foreign Language and Careers

___ 17. Health Careers

___ 18. High School Placement Project

___ 19. Integrated Grade Three Science Unit "Electricity" with Career Development and Language Arts

___ 20. Job Interdependency in Science Research

___ 21. Joint School-Community Development of a Slide/tape Presentation on Local Job Opoortunities

___ 22. Organization, Operation, and Function of a Career Education District Coordinating Council

___ 23. Providing Experiences in Business and Industry for School Counselors and Teachers

___ 24. Providing Shadowing Experiences for High School Students

___ 25. Work Sample Evaluation

DPI-IS-BCMD-RSM-11/1/77

(See Next Page)

Order Blank For
CAREER EDUCATION ASSESSMENT AND EVALUATION INSTRUMENTS
developed by members of the
WISCONSIN K-12 CAREER EDUCATION CONSORTIUM
(A USOE funded demonstration projects)

(Please print)

Name:_____ Date:_____

Address:_____

_____ Zip:_____

Please send me the items checked below. (These will be sent free of charge as long as supply lasts.)

___ 1. Student Career Development Needs Assessment

___ 2. Guidance and Counseling Student Needs Assessment

___ 3. Newsletter Survey

___ 4. Career Education - Basic Skills Materials Evaluation Form

___ 5. Instrument Draft Feedback Form

___ 6. Evaluating an Assessment Instrument

___ 7. Parent Survey

___ 8. Career Education Activities Survey and Career Education Activities Log

___ 9. Student Questionnaire on Guidance Services

___ 10. High School Follow-up Questionnaire

___ 11. Community Placement Evaluation (Student Form)

___ 12. Community Placement Evaluation (Sponsor Form)

___ 13. Staff Involvement Survey

___ 14. About My Classroom

___ 15. Interaction Experience with Business People

___ 16. Student Assessment of Career Development Activities

___ 17. Career Education Workshop Evaluation

___ 18. Meeting Evaluation

(See Next Page)

Order Blank for CAREER EDUCATION ASSESSMENT AND EVALUATION INSTRUMENTS, Cont'd.

____ 19. Survey for Identifying Resources Available to Public Schools

____ 20. Teacher Survey: Middle and High School

Note: Please Mail this order to Barbara Buechner, Secretary
Career Education
Wis. Dept. of Public Instruction
126 Langdon Street, Room 410
Madison, WI 53702

Or
Leave on display table

(Use reverse side to order demonstration packets.)

dpi-bcmd-cec-rsm-11/77

MISSISSIPPI

MGB
EXHIBIT

EDUCATIONAL AGENCIES
SCHOOL BOARDS ASSOCIATIONS

Mississippi School Boards Association

RESOLUTION

SUPPORTING THE CAREER EDUCATION CONCEPT

WHEREAS, "work" is a human right and represents the human need of all persons to produce, to achieve, to be someone through doing something;

WHEREAS, if an individual wants to work, he needs some specific skill or set of skills, whether they be of a trade or of a profession;

WHEREAS, Career Education's objectives are to help all individuals want to work, acquire the skills necessary for work in these times, and engage in work that is satisfying to the individual and beneficial to society;

WHEREAS, too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system;

WHEREAS, Career Education brings together the "world of schooling" and the "world of paid employment" thereby exposing pupils to both worlds and helps them make a successful transition from one to another--both ways;

WHEREAS, Career Education is not something schools can do by themselves, it requires the collaborative involvement of the state government, the formal education system, the business-labor-industry community, and the home and family structure.

NOW, THEREFORE, BE IT RESOLVED, that the Mississippi School Boards Association affirms, without reservation, the endorsement of Career Education, and

BE IT FURTHER RESOLVED, that the Mississippi School Boards Association respectfully requests the Legislature to support the Career Education concept and provide adequate funding for staff development activities necessary for its implementation.

Adopted November 18, 1975

Career Education

DEFINITIONS/GLOSSARY

CAREER EDUCATION DEFINED

Career education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.[1]

ALABAMA	Career education is a comprehensive educational approach to the preparation of the citizenry for living as fulfilled human beings in a predominantly technical, specialized society.
ARIZONA	Career education is a concept aimed at increasing the relevancy of education by relating teaching and learning to the world of work.
CALIFORNIA	Career education is an educational thrust designed to (1) infuse concepts of career development and preparation into all the disciplines and educational experiences for all learners at all levels; and (2) provide each student with a coordinated educational experience consisting of career awareness, career exploration, career preparation, career guidance, and placement.
COLORADO	Career Education means a systematic, comprehensive, and continual learning process from kindergarten through post high school designed to assist each individual to assess rewarding career choices.
DELAWARE	Career Education is the totality of experiences through which one learns and prepares to engage in workpaid or unpaid--as part of an expected way of living.
HAWAII	Career Education is a process of developing career development concepts and competencies. It is a process that enables the learners to satisfy their social and community responsibilities, leisure time activities and achieve personal growth and development. * It is an instructional strategy aimed at improving their learning outcomes to prepare them for their world of work. * It involves the total community, bringing the community to the school and extending the school to the community. * It is for all learners-from kindergarten to adult continuing education.
IDAHO	Career Education is a part of the comprehensive education program combining the academic world and the world of work. It must be a part of the education program at all levels

(See Next Page)

IDAHO (Continued)	from kindergarten through the university and on through life. A complete program of Career Education includes awareness of the world of work, exploration of occupations, and career preparation for all students. To accomplished this basic educational subjects should incorporate career education as a major activity throughout the curriculum.
KENTUCKY	"Career education" means that life-centered educational process through which students are presented with information, activities, and guidance in the areas of basic learning and academic skill development, self and career awareness, occupational exploration and orientation, and preparation for career decision making . . . HB 70, Section 2, (3)
LOUISIANA	Career education is fundamentally a student-oriented process geared toward the acquisition of skills by students to strengthen their ability to lead meaningful, satisfying and economically rewarding lives; and guarantee to every student the opportunity to discover, decide, and develop his own way of life.
MARYLAND	Career education is a continuing educational process used deliberately and collaboratively by school and community to provide and assist all individuals with opportunities to develop self and career awareness, explore a variety of career options, and choose and prepare for appropriate, satisfying, and potentially changing career roles.
MASSACHUSETTS	"Career education is the totality of experience through which one learns about and prepares to engage in work as part of his or her way of living."
NEBRASKA	Career Education is the total effort for educational agencies and the community aimed at: (1) helping all individuals to become familiar with the values and skills of a work-oriented society, and (2) integrating these values and skills into their lives in such a way that work becomes possible, meaningful, and satisfying to each individual.
NEW MEXICO	Career education is a basic approach to all education, including the four career life roles of occupation, family, leisure and community. As such, it in no way conflicts with other legitimate education objectives, such as citizenship, culture, family responsibility, and basic education.

(See Next Page)

OHIO	Career education is a comprehensive educational program designed to provide students with the necessary information and developmental experiences to prepare them for living and working in society. It combines the efforts of home, school and community, and reaches from pre-school through adulthood.
SOUTH DAKOTA	Career education is an instructional strategy which provides an opportunity for all students to prepare for a successful life of work by increasing their options for occupational choice through educational experiences which focus upon self-understanding, an awareness of the world of work, the development of basic skills essential to all other learning, a broad orientation to occupations (professional and non-professional), indepth exploration of selected (occupational) clusters, planning and training for initial employment, placement, and training required for advancement within the career. Career education includes the total community with both the school and the community providing the environment and the resources.
WASHINGTON	Career education is the totality of experience which contributes to and shapes one's career development.

1. Kenneth B. Hoyt, A Primer for Career Education, Office of Career Education, U. S. Government Printing Office, Washington, D. C.

GLOSSARY OF TERMS[1]

1. Appreciations, Attitudes--Appreciations and attitudes are part of the effective component. They are how the individual feels toward his/her role and the roles of others in the world of work, career fields, and toward society.

2. Aptitudes--Aptitudes are the tendencies, capabilities, or potentials to learn or understand.

3. Attitudes--Attitudes relate to tendencies as reflected in behavior to accept or reject particular groups of individuals, sets of ideas, situations, or values.

4. Avocation--An avocation is a non-work activity pursued for enjoyment or self improvement.

5. Career--A career is a sequence of choices which form a pattern throughout one's life and which represent part of one's self concept.

6. Career awareness--Career awareness is the knowledge of careers particularly as they relate to the behavior, education and training, growth, rewards and life-styles of persons in specific occupations or related occupations.

7. Career development--Career development is a lifelong process which involves a series of experiences, decisions, and interactions. When taken cumulatively, career development results in the formulation of a viable self concept and provides the means through which that self concept can be implemented both vocationally and avocationally.

8. Career education--Career education is a comprehensive and organized instructional program designed to facilitate the career development of students. It is an attempt to integrate the general, academic, and vocational curricula and to bridge the gap between the school and the community. The program is characterized by "learning how to live" and "learning how to make a living."

9. Career education element--Career education elements form the total concept of career education divided into eight basic or essential components called elements, which represent areas of educational goals and cognitive, affective, and psychomotor behavioral objectives. The CCEM elements are organized to help the students move from awareness toward high levels of development associated with identity.

10. Career guidance--Career guidance is that part of a career education program which systematically utilizes the stimuli provided by work and the work world to facilitate self-understanding. Career guidance makes use of individual and group activities.

[1]New Jersey State Plan for Career Education, 1970, p. 143.

11. Career exploration--Career exploration is the dissemination, assimilation, and experiencing of occupational information using limited laboratory activity at the orientation level and extensive laboratory activity at the exploration level to equip students with physical experiences and understandings in occupational areas.

12. Decision-making skills--These skills are necessary in understanding cause and effect relationships and in applying information about self, society, and the world of work.

13. Economic awareness--Economic awareness is knowledge of, and attitudes toward, production, distribution, and consumption of goods and services as related to career development.

14. Economic understanding--Economic understanding is the ability to "read" the economic environment in order to solve personal and social problems.

15. Educational awareness--Educational awareness is the knowledge of, and sensitivity toward, the relation between education, formal or informal, and the various life roles performed by self and others.

16. Employability skills--Employability skills involve the ability to conduct a search for, locate, and obtain career placement on both an initial job entry and for vertical and/or horizontal mobility.

17. In-depth skills--In-depth skills go beyond the most basic performance and knowledge requirements of an occupation. They are necessary to permit an individual to advance within a specialized area.

18. Industry--Industry is a general term used to designate organizations and personnel representing business, labor, agriculture, manufacturing, government, and the professions in the public and private sectors of the economy.

19. Job-entry skills--Job-entry skills are basic occupational skills which prepare students to handle fundamentals without making mistakes, without omissions, and without endangering others when pursuing a task or operation at normal speed.

20. Job placement--Job placement is the placement of the student by the school in employment commensurate with his/her interests, abilities, education and training.

21. Matrix--The Matrix contains the elements, themes, goals, and objectives of career education at each grade level.

22. Occupation--An occupation includes various work activity organized in similar ways. An occupation engages the worker's attention for a period of time but does not require single-minded commitment. It requires differentiated training and may involve considerable retraining.

EXHIBIT

AHO-11

CONNECTICUT STATE DEPARTMENT OF EDUCATION
Bureau of Elementary and Secondary Education
Hartford

ART CAREER OPPORTUNITIES

Archeologist: (land & under water)
- Illustrator
- Photographer
- Historian

Architects:
- Designer
- Draftsman
- Domestic
- Model Building
- Marine (ships & boat designing)
- Details draftsmen
- Rendering
- Interior designers

Art Credit (magazine, newspaper, free lance)

Art Director:
- Art Agency
- Art Museum
- School District
- School - public, private
- School - college - university

Art Historian

Art Teacher
- Art Therapist (Prison, clinic, hospital)
- Public Schools
  - Elementary
  - Secondary
- Private
- College-University
- Industrial Arts

Aesthetician

Cartoonist:
- Newspaper-political
- Newspaper-humor (single)
- Newspaper-strip character
- Animator

Chemist (Art Research Chemist)
- Development, refining, invention of paints, glazes, plastics, acrylics, etc.

City Planner
- Traffic design
- Parks & recreation

Civil Engineer

Copyist (art reproduction)

Craftsman:
- Ceramicist (research, potter, etc.)
- Leathersmith
- Precious Metalsmith
- Iron Worker
- Tombstone sculotor
- Glass-blower
- Stitchery panel maker
- Tapestry maker
- Enamelist

Curator of (Museum):
- Costume
- Prints
- Painting
- Sculpture, etc.
- Exhibits

Designer:
- Clothes:
  - Fashion Accessories
  - Garments (Ladies', men's, children's)
  - Hats, Shoes, etc.
- Commercial:
  - Book jackets
  - Greeting cards
  - Layouts (books, magazines, direct mail, posters
  - Packages
  - Toys
  - Trademarks

Display Artist
- Window
- Store
- Exhibit
- Design display items

Furniture, lamps, rugs

Industrial
- Automotive
- Machine
- Packaging, etc.

Interiors
- Homes & apartments
- Business interiors
- in Architectural offices

Landscape Architect
- Domestic
- City Parks
- Highways

ART CAREER OPPORTUNITIES, Cont'd.

Manuscript - Letterer (see typographer)
Manufacturer of art materials
    Research Chemist
      Paints, etc.
      Glazes, etc.
Map Making
    Cartographer
    Topographer
Museums (also see: curator, art director)
    Docent
    Guards
    Guides
    Display & exhibits
    Librarian-art library
    Restorer (paintings, sculpture, artifacts, etc.)
    Art media specialist
    Copyist
Photographer:
    Archeological
    Portrait
    Commercial
    Retouching
    Marine
Professional ("Fine") Artists
    Painter
    Photographer
    Printmaker
    Sculptor
Puppeteer
Sign Painting (Indoor, Outdoor, etc.)
Television (also see film-making)
    Scenic design
    Cameraman
    Costume Design
    Graphic Arts (animation, credits, display, etc.)
Theater:
    Scenic Design
    Costume
    Make-up
    Scene painter & detail man
    Property man
    Lighting consultant

Minimal Performance Objectives for Music Education in Michigan, Michigan Department of Education, 1974

CAREER SKILLS IN MUSIC

It is the nature of music study to demand great amounts of time for the development of individual performance skills. Traditionally this development has taken from eight to twelve years of a musician's life. The performance capabilities of the musician become his source of security and basis for a strong musical self concept. Success in almost any musical occupation is tied to one's belief in himself as a musician.

Because of physiological maturation there is a time when highly refined music performance skill levels cannot be attained. Generally the years for developing instrumental performance skills encompass age nine through twenty-five while vocal skills, (because of voice change), are best developed between ages eighteen and twenty-eight. Clearly, much of this developmental period includes the common school years. In order for a student to pursue a career in music he must have developed sufficient musical background so that his choice of occupations can be intelligent. The school music program's first responsibility is to prepare students in such a way that they have the option to go on in music.

Careers include:

Teaching: (a) private teaching, (b) public school music education, (c) technical training for radio, television and films.
Music therapy
Church music
Composition
Conducting
Technician
Music Industry
Music Librarianship
Studio and Recording Musician

Each category has a number of options. The majority of school music goals are directed toward life enrichment rather than career preparation for the learner. He learns to value music both as a listener and as a vehicle for human expression. Nevertheless a number of vocational opportunities are possible to the graduate of well-balanced, carefully organized school music curricula. These options include:

1. Read music and perform for pay as a musical soloist at:
   a. Weddings
   b. Churches
   c. Dances
   d. Civil theater presentations
   e. Funerals
2. Read music and perform for pay as a part of a music group at:
   a. concerts (choral, instrumental, jazz/rock/pop)
   b. dances
   c. churches
   d. weddings
   e. funerals
   f. in studio and recording back up groups, night club bands and show bands.
3. Categorize music by systematic classification in order to facilitate employment as:
   a. Music librarian
   b. Record/tape salesman
   c. Sheet music sales clerk
   d. Music instrument salesman
4. Demonstrate appropriate technical skills so as to gain employment as:
   a. A piano tuner
   b. An instrument technician/repairman
   c. A maker of oboe, English horn, and bassoon reeds
   d. A performer in radio and television stations, film industry, and sound-recording studios.
5. Write music for various instruments and voices so as to gain employment as:
   a. Church choral arranger
   b. Pop choral arranger
   c. Rock/Pop instrumental arranger
   d. Music copyist

North Carolina

OCCUPATIONAL TITLES

COLOR EXPERT
color consultant
colorist
color specialist
ADVERTISING LAY-OUT MAN
advertising designer
comprehensive artist
visualizer
ART LAY-OUT MAN (*print. & pub.*)
artist
Roto Lay-Out Man
CARTOONIST, MOTION PICTURES
animated-cartoon artist
animator
Cartoonist, Special Effects
CARTOON-BACKGROUND ARTIST
COLOR ADVISER
colorman
COVER DESIGNER
Book-Jacket Designer
Phonograph-Album Designer
ILLUSTRATOR
commercial artist, illustrating
graphic artist
Advertising Illustrator
Book Illustrator
Catalog Illustrator
Magazine Illustrator
BACKGROUND-AND-TITLE ARTIST (*Motion Picture*)
title artist
FASHION ARTIST
LAY-OUT MAN
Supervisor, Publications Productions
MEDICAL ILLUSTRATOR
artist, scientific
Histological Illustrator
MINIATURE-SET CONSTRUCTOR
miniature-set builder
model-set artist
set-model builder
STIPPLE ARTIST (*printing & pub.*)
lithographic tuscher
tuscher
PRODUCTION MANAGER, ADVERTISING
ARTIST
DESIGNERS
MANAGER, DISPLAY
display director
superintendent, display

ARCHITECT
Naval Designer
Draftsman
Aeronautical Design
Wind-Tunnel-Model-Designer
Lay-Out Engineer
Drawing Checker
ELECTRONIC ORGAN ENGINEER
AUDIO ENGINEER
Accoustical
Sound
ILLUMINATING ENGINEER
Building
Industrial
Outdoor
RADIO ENGINEER
STRUCTURAL DESIGNER
CERAMIC ENGINEER
OPTICAL TECHNICIAN
PRODUCTION DESIGN ENGINEER
SPECTROSCOPIST
FACTORY-LAY-OUT-MAN
PROCESS DESCRIPTION WRITER
AUTO-BODY DESIGN DETAILER
FURNITURE DETAIL MAN
TOPOGRAPHICAL DRAFTSMAN
PHOTO CARTOGRAPHER
MULTIPLEX PROJECTION TOPOGRAPHER
Stereo Operator
Stereoscopic Projection Man
TECHNICAL ILLUSTRATOR
TRACER
PHOTOGRAMMETRIC ENGINEER
MAP EDITOR
MOSAICIST
LANDSCAPE ARCHITECT
Site Planner
Highways
Parks
PHOTOGRAPHIC ENGINEER
DESIGN CHECKER
SPACE ANALYST (*Office Planning*)
COLORIST (*Chemistry*)
Color Maker
Color Matcher
PERFUMER (*Chemistry*)
Creative Perfumer
ACCUSTICAL PHYSISTIST
PHOTOGEOLOGIST
STRATIGRAPHER
WEATHER CHART PREPARER
Weather Plotter
AERIAL PHOTOGRAPH INTERPRETER
PHOTO-OPTICS TECHNICIAN
PAINT AND VARNISH TECHNICIAN
ORNAMENTAL HORTICULTURIST
COUNSELOR (*Educational*)
HISTORIAN, DRAMATIC ARTS
ARCHEOLOGICAL PRESERVATIONIST
AUDIOMETRIST
SPEECH CORRECTIONIST
Manual Arts Therapist
MUSIC THERAPIST
RECREATIONAL THERAPIST
THERAPIST FOR BLIND
COLLEGE DEPARTMENT HEAD
COLLEGE TEACHER
HIGH SCHOOL TEACHER
ELEMENTARY TEACHER
ARTS SUPERVISOR
LIP READING TEACHER
COSEMETOLOGIST
PHOTOGRAPHY TEACHER
AUDIO VISUAL SPECIALIST
CHARM COURSE TEACHER
Styling
Walking
Modeling
PRIVATE TUTOR
Art
Music
Drama
Dance
CHIEF LIBRARIAN
Art Department
Music Department
FILM LIBRARIAN
REFERENCE LIBRARIAN
SPECIAL COLLECTIONS LIBRARIAN
MUSIC LIBRARIAN (*Radio & TV*)
CURATOR, ART GALLERY
MUSEUM PREPARATOR
RESTORER
RECORD PROGRAM SELECTION
COPYRIGHT LAWYER
PATENT LAWYER
CLERGYMAN

DISPLAY DESIGNER, OUTSIDE
flag decorator
INTERIOR DESIGNER AND DECORATOR
consulting decorator
interior decorator
SET DECORATOR
set dresser
BANK-NOTE DESIGNER
CLOTH DESIGNER
PATTERN DESIGNER
cloth pattern maker
textile-cloth designer
textile stylist
Rug Designer
Woven Label Designer
CLOTHES DESIGNER
fashion designer
stylist
Men's Clothing Designer
Women's Clothing Designer
COMMERCIAL DESIGNER
Display Artist
Artist
poster and design artist
CHEST-PATTERN MAKER AND SEWER
DESIGNER, FISHING LURE
DESIGNER, NOVELTIES
EMBROIDERY DESIGNER
FIXTURE DESIGNER
FLORAL DESIGNER
FURNITURE DESIGNER
FURRIER
fur repairman
fur tailor
FURRIER APPENTICE
HANDBAG DESIGNER
pocketbook designer
purse designer
sample maker
HANDBAG-FRAMES DESIGNER
HAT DESIGNER
stylist
Cap Designer
Men's Hat Designer
Millinery Designer
INDUSTRIAL DESIGNER
product designer
INFORMATION SPECIALIST, VISUAL
JEWELRY AND FLATWARE DESIGNER
designer
flatware and jewelry designer
MUSICAL-INSTRUMENT-CASE DESIGNER
art-metal designer
PACKAGE DESIGNER
POTTERY-DECORATION DESIGNER
SAFETY-CLOTHING-AND-EQUIPMENT
DEVELOPMENT MAN
protective-clothing-equipment
specialist
SHOE DESIGNER
designer
SIGN DESIGNER
sketch maker
STAGE-SCENERY DESIGNER
scenic designer
theatrical-scenic designer

MINIATURE-SET DESIGNER

STAGE-SET DESIGNER
architect, production set
DESIGNER
STAINED-GLASS-WINDOW
STUFFED-TOY
TILE
TOY
WOMEN'S GARMENT
couturier
couturiere
COPYIST
EXPERIMENTAL MAN
FUR DESIGNER
fur fitter
SAMPLE MAKER

SET ELECTRICIAN, CHIEF
electrician
illuminating
gaffer
set boss
GRIP BOSS
grip foreman
PROPERTY MASTER
RECORDIST, CHIEF
operative supervisor
SUPERVISING FILM EDITOR
Editor
Film
News Reel
OUTSIDE-PROPERTY MAN
buyer
renter
SHOPPER
SPECIAL-EFFECTS MAN
EDITOR, FILM
cutter
SET ELECTRICIAN, CHIEF, ASSISTANT
LIGHT TECHNICIAN
light-direction engineer
lighting technician
DRAPER
RECORDIST
disk recordist

BROKER
BUYER
Toys
Needlework
Music Equipment
Art Objects

LANDSCAPE GARDENER
Landscaper
FOREMAN, FINISHING DEPARTMENT
MATRIX-BATH ATTENDANT
Matrix worker
Silver-Spray Man
electroformer
CAKE DECORATOR
pastry decorator
DECORATOR
FANCY-man
LEATHER ETCHER
COLOR MATCHER
dyer assistant
COLOR MATCHER
color mixer
mixer, pigment
COLORMAN, ROVING OR YARN
Color checker, roving or yarn
Shade and quality checker
CLOTH SHADER
COLOR MIXER
SPECK DYER
defective-cloth color - inker
inker
painter, cloth
printed-cloth touch-up man
repairer
MODEL MAKER
NAIL-MAKER-MACHINE SET-UP MAN
Nail-machine operator
ORNAMENTAL-METAL WORKER
Ecclesiastical-Art-Metal worker
ORNAMENTAL-METAL WORKER APPRENTICE
Art-metal-worker apprentice
Ornamental/metal/fabricator apprentice
FOREMAN, PRINTING AND STAMPING
FOREMAN, DECORATING
Production manager, Reproduction
CLOTH-PRINTING INSPECTOR
PRINTER
MODEL MAKER
SILVERSMITH
GOLDBEATER
FANCY-WIRE DRAWER I
Craftsman
LAY-OUT MAN
LOCKET MAKER
STONE SETTER
Jewelry setter
Metal optical frames
Stone setter
Diamond Setter
ENGRAVER APPRENTICE, DECORATIVE
ENGRAVER, DECORATIVE
carver
decorator
ENGRAVER, HAND
Roller-engraving man
stencil maker
ENGRAVER
Seals / Lettering / Flatware
ENGRAVER, PANTOGRAPH I
prototype machine operator
MOTHER REPAIRMAN
MODEL MAKER
jewelry - casting-model maker
ORGAN-PIPE MAKER, METAL
DENTAL CERAMIST
ceramist
ceramics technician
ORTHOPEDIC-APPLIANCE-AND-LIMB TECHNICIAN
brace maker
orthopedic technician
Artificial-Appliance Maker, Metal/
Arm Maker/Leg & Brace Maker/
Joint Limb maker etc.
LEATHER WORKER
ARTIFICIAL-PLASTIC-EYE MAKER
ARTIFICIAL-GLASS-EYE MAKER
MOTION-PICTURE-EQUIPMENT FOREMAN
Cinetechnician foreman

CAMERA REPAIRMAN
TECHNICAL-MAINTENANCE MAN
photographic
equipment
maintenance man
AIRCRAFT-PHOTOGRAPHIC-EQUIPMENT
MAINTENANCE MAN
camera-maintenance man
camera repairman
MACHINIST, MOTION-PICTURE EQUIPMENT
PHOTOGRAPHIC-PLATE MAKER
photographic-process attendant
ASSEMBLER, FILM DEVELOPER
ASSEMBLER, MOTION-PICTURE CAMERAS
ASSEMBLER, PHOTOGRAPHIC EQUIPMENT
CAMERA INSPECTOR
photographic
equipment inspector
FILM INSPECTOR
SENSITIZED-PAPER TESTER
DIAMOND SIZER AND SORTER
TOUCH-UP GIRL
RECORD TESTER
RECORD-CHANGER TESTER
PHONOGRAPH-CARTRIDGE ASSEMBLER
FOREMAN
ACCORDION MAKER
Bass-mechanism man
Bellows maker
Box maker/finisher
HARP MAKER
Harp repairman
HARPSICHORD MAKER
PIPE-ORGAN BUILDER
ACCORDION TUNER
METAL-REED TUNER
PIANO TUNER
piano-tuner technician
tuner
PERCUSSION-INSTRUMENT REPAIRMAN
PIPE-ORGAN TUNER AND REPAIRMAN
HAND CARVER
DECORATOR, HAND
PUPPETEER
TOYMAKER
STUFFED-TOY JOINER
doll joiner
ASSEMBLER, TOY VOICES
PUZZLE ASSEMBLER
PAINT-BRUSH MAKER
COLORING CHECKER
BEAD STRINGER
pearl stringer
TROPHY ASSEMBLER
MUSIC-BOX ASSEMBLER
PAINTER I
MANNEQUIN-MOLD MAKER
mold maker
DIORAMA MODEL MAKER
Carpenter display
Stage hand signs
DISPLAY ASSEMBLER
experimental display builder
model maker
CANDLEMAKER
Candle dipper
PICTURE-FRAME MAKER
frame maker
gluer and nailer
joiner
mirror frame maker
PICTURE FRAMER
assembly man
framer

MANNEQUIN MOUNTER
balancer
step down man
MANNEQUIN SANDER AND FINISHER
paper finisher
CANDLE DECORATOR II
TOUCH-UP PAINTER, HAND
hand painter
retoucher
salvage painter
dial retoucher

RETOUCHER
DECORATOR
painter (trim)
Dresden painter
Sampler painter

PASSEMENTERIE WORKER
finger, hand
sewer, hand
RUG BRAIDER, HAND
MILLINER
hat maker
millinery maker
women's hat maker
DECORATION MAKER
FLOWER
ORNAMENT
TRIMMING MAKER
EMBROIDERY-MACHINE OPERATOR
braiding machine
cording machine
embroiderer machine
lettering girl
monogrammist
monogram machine
seamstress
bonnaz machine operator
cloth numberer
corder
CLAM MAKER
MENDER
RUFFLER
SEWING-MACHINE OPERATOR
awning assembler
cloth joiner
MONOGRAM-AND-LETTER PASTER
paster
VEIL DOTTER
SAMPLE MAKER, HAND
PAPER-NOVELTY MAKER
COPYIST
NOVELTY MAKER
ASSEMBLER, GREETING CARD
handworker
card trimmer
inspector
SKETCH MAKER
ARTIST
COLOR SEPERATION
DESIGNER/draftsman
BEN-DAY ARTIST
colorman
tint layer
LETTERER
Commercial artist
lettering
LAY-OUT MAN II
SPOTTER, PHOTOGRAPHIC
spotter
PAINTER, AIRBRUSH
bait painter
RAISED PRINTER
thermograph operator
PASTER, SCREEN, PRINTING
Stretcher
COLOR BOY, PRINTING
Color dipper
SIGN WRITER, MACHINE
DISPLAY-card writer
sign printer
SAMPLE-BOOK MAKER
SHEETER - machine operator
wallpaper
SAMPLE-BOOK BUILDER
miniature-model maker
model maker
SAMPLE-BOOK BUILDER APPRENTICE
miniature-model maker apprentice
model maker apprentice
JEWELER
bench worker
jewelry robber
jewelry repairman
JEWELER APPRENTICE
Goldsmith/Platinumsmith/Silver

OPERATOR, LIGHT
OPERATOR, LIGHTS
    juicer
    lamp operator
FOREIGN-TITLE BREAKER
    title spotter
AGER
    burner
FILM SPLICER
    film assembler
    film joiner
MICROPHONE-BOOM OPERATOR
    boom man
    boom operator
MOTORMAN
TRANSMISSION MAN
    sound-installation man
GREENSMAN
FILM INSPECTOR II
    FILM TECHNICIAN
DUBBING-MACHINE OPERATOR
PROPERTY MAN
    property handler
    electrical propman
flower man
    furniture handler
    hand propman
STAND-BY GRIP
PROJECTION PRINTER
    photograph enlarger
    projection-camera operator
REPRODUCTION TECHNICIAN
    tracing-cloth
    reproduction technician

LACER
STENCIL CUTTER
GLASS-ETCHING TECHNICIAN
GOLD BURNISHER
FINISHER

HOME-LIGHTING-DEMONSTRATOR
    SUPERVISOR
        Light
        Heat
        Power

EXPLOITATION MAN
ADVERTISING
    Manager
    Assistant
PUBLIC-RELATIONS MAN I & II
    Director-publicity, public relations
    Manager-promotion, publicity
    Press agent
    Promotion-man
    Public information writer
    Publicity-agent, man, supervisor
    Public-Relations counsel
PUBLIC PROGRAM SUPERVISOR
    Telephone/Telegram
DIRECTOR, TOURIST
CUSTOMS INSPECTOR
    Baggage/Boarding/Discharging/Gager

CUSTOMS INSPECTRESS
MANAGER, COPYRIGHT
    Radio/Television broadcast
CONSTRUCTION INSPECTOR
    Building
    Ditch
    Highway/Road
    Masonry
DIRECTOR
    Public Service/Operations/Broadcast/
I   International Programs and Broadcast
MANAGER, STATION
FLIGHT SUPERVISOR, PHOTOGRAMMETRY
PRODUCTION
    Chief/International Broadcast
MANAGER
    Traffic/Recreation Establishment
        Theater
    Dance Studio/Theatrical Production
STATIONS-RELATIONS-CONTACT REPRESENTATIVE
FASHION COORDINATOR
    Director, fashion
    Display stylist
    Stylist
IMPORTER-EXPORTER

SUPERINTENDENT
    Circus
    Recreation
RECREATION SUPERVISOR & SPEC. ACT.
DIRECTOR, HOBBY SHOP
EDITOR, NEWSREEL
PRODUCER, ASSISTANT
BOOKING AGENT
BUSINESS AGENT
    Personal/Business Manager
CIRCUS
    Agent/Contracting Agent
IMPRESARIO
PLAY BROKER
LITERARY AGENT
MANAGER, SOUND EFFECTS
    Sound Effects Supervisor
    Sound Man, chief
    Sound Man, head
SOUND-EFFECTS MAN
    Sound-effect technician
SOUND MAN
SOUND MIXER
    Mixer operator
    Music mixer
    Operator chief
    Recording Engineer
    Sound man
    Studio engineer
    Studio Technician
RECORING MIXER
SOUND CUTTER
    Editor, sound
    Moviola operator
PLAY-BACK MAN
    Tape duplicator
RECORDING-MACHINE OPERATOR
    Recording technician
    Disk/Dubbing/Tape
        Wire-Recording-Machine
VIDEOTAPE-RECORDING ENGINEER
TAPE DUPLICATOR
    Phonograph
GEMOLOGIST
    Jewelry-gem expert
TAXIDERMIST

VARI-TYPIST
LIBRARIAN
    Clerical librarian
    Morgue keeper
DISPLAY-DESK CLERK
    Advertising-order clerk
PROOFREADER I
FILM-RENTAL CLERK
    Audiovisual librarian
    Film booker
    Film librarian
PHOTOPRINT CHECKER
MAGAZINE KEEPER
    Powder man/monkey/nipper
    Prill man
BOOK SUPERVISOR
FILM-LIBRARY CLERK
    Film-vault clerk
TAPE LIBRARIAN
SWATCH CLERK
    Garment
DECAL CUTTER
    Print cutter - pottery
FIELD-MAP EDITOR
BROADCAST CHECKER
    Program clerk
    Radio-program checker
MEMORIAL COUNSELOR
    Cemetery salesman
    Salesman, interment needs
SALESMAN
    Radio and Television Time
    Art
    Signs

SALESMAN
    Dancing instructions - education
    Leather goods
    Textile designs
    Communication equipment
    Videotape
    Radio and Television Parts
    Hobbies and crafts
    Amusement and sporting goods
    Piano and Organ
    Musical instruments and accessories
    Florist supplies
SALESPERSON
    Flowers
    Fashion Accessories
    Cosmetics and Toiletries
    Furniture
    China and glassware
    Curtain and Drapery
    Hi-Fi
    Television and appliances
    Jewelry
    Photographic supplies and equip.
    Sporting goods
SALESPERSON
    Sheet music
    Musical instruments & accessories
    Books - book clerk
Model
    Clothes model / fashion
MAKE-UP MAN
    Make-up artist

TATTOO ARTIST
    jagger
    tattooer
    tattoosit
BARKER I
    doorman
    footman
BARKER II
    ballyhoo man
    carney
    contact man
    pitchman
    spieler
FUN-HOUSE OPERATOR
    WALK-THROUGH-SHOW OPERATOR
SPOT MAN
WARDROBE-SPECIALTY WORKER
COLORMAN
TICKET-DISPENSER MAN
HOSTESS
HOSTESS, HEAD
DRIVE-IN THEATER ATTENDANT
    FIELD MAN
SHOE DYER
    SHOE / tinter
PAINTER, RUG TOUCH-UP
    CLEAN/DYE
STAGE-DOOR MAN
WATCHMAN, SET
    gate tender, guard
FIREMAN, STAGE
    inspector, public assemblage
WATER-ENTERTAINER
    Dancing
    Singing
EDITOR, CONTINUITY (Broadcast)
EDITOR, SCENARIO
    Production
    Story
CONTINUITY WRITER
    Writer
PLAYWRIGHT
READER (*Motion Picture*)
    Story Analyst
SCENAR WRITER
SCRIPT WRITER
TITLE WRITER (*Cinema*)
PRODUCER (*Radio & TV*)
ANNOUNCER
DISK JOCKEY
MASTER OF CEREMONIES
ANNOUNCER SUPERVISOR
ARTIST AND REPERTOIRE MAN
DIRECTOR
    Motion Picture
    Radio
    Television

COLORER
colorman
Bronzer
map colorer
AIRBRUSH OPERATOR
spray decorator
LITHOGRAPHER
ETCHER, HAND
SCREEN MAKER, PHOTOGRAPHIC
artist, color separation

ENAMELER
PAINTER, MANNEQUIN
PORCELAIN-ENAMEL REPAIRMAN
appliance painter and
applicance refinisher
slusher
ARTIST, MANNEQUIN COLORING
DECORATOR
GILDER I
gold charmer
gold-leaf gilder
metal-leaf gilder
metal-leaf layer
DECAL APPLIER
INTERNAL CARVER
PATTERNMAKER, PLASTICS
jig and form maker
plug maker
FINISHER, HAND
CARVER, HAND
wood carver hand
skin carver-furniture
MARQUETRY WORKER
WHITTLER AND EYE ASSEMBLER
LEATHER TOOLER
COLORER
hand decorator
top-tile decorator
DECORATOR II
Stencil applicator
Squeezee operator
FOREMAN, CLAY SHOP
MODEL MAKER
modeler
patternmaker
THROWER
Clay thrower, pot maker
potter Saggerman
PAINT INSPECTOR
decorator inspector
BISQUE CLEANER
bisque finisher
grader/grinder/scraper
FINISHER I
fettler/shaper/sponger
flatwork finisher
Handle finisher
STICKER-ON
PHOTOENGRAVING FINISHER
finisher
plate finisher
ETCHER, PHOTOENGRAVING
copper Etcher
Zinc Etcher
Photoengraving
STRIPPER
negative turner
stripper-Black/White
PHOTOGRAPHER, PHOTOENGRAVING
cameraman
engraving photographer
PROCESS ARTIST
lithographic
color-artist retoucher
submarine artist
tone artist
SKETCH MAKER
TRANSFERRER I
FILM TECHNICIAN I
laborator
contact man
DEVELOPER
darkroom man
doper
hand develop
photographer printer
ORGAN TUNER, ELECTRONIC
PAINTER, STAGE SETTINGS
painter
set
DECORATOR, STAFF AND BUILDING
CONTROL-ROOM-TECHNICIAN SUPERVISOR

AUDIO OPERATOR
audio engineer
technician
sound engineer
studio engineer
audio controller
VIDEO OPERATOR
TRANSMITTER OPERATOR
VIDEO CONTROL
camera
color television
console monitor
video engineer
CONTROL ROOM TECHNICIAN
MASTER-CONTROL ENGINEER
SCREEN EXAMINER
motion-picture inspector
DOUBLE
photographic double
riding double
MODEL, ARTISTS
MODEL, PHOTOGRAPHERS
STAND-IN
SHOP FOREMAN
carpenter
draper
greensman
prop-maker
upholsterer

OCCUPATIONS IN PHOTOGRAPHY
CAMERMAN
video-camera engineer
CAMERAMAN, FIRST
cameraman, head
cinematographer
director of photography
CAMERAMAN, SECOND
PHOTOGRAPHER APPRENTICE, COMMERICIAL
COMMERCIAL PORTRAIT

EDITOR (Newspaper)
Amusement Page
Art
Book
Drama
Fashion
Music
Radio & TV
COLUMNIST
EDITOR (Book & Magazine)
ESSAYIST
LITERARY WRITER
Magazine
Novelist
POET
Versifier
LYRIC WRITER
Lyricit
Song
COPY WRITER
CRITIC
Art
Book
Drama
Movie
Music
FEATURE REPORTER
REWRITER MAN
COPY CHIEF
PICTURE EDITOR
PICTURE ANALYST
COLLABORATOR (Writing)
Polisher
CROSSWORD PUZZLE MAKER
GREETING CARD EDITOR
HUMORIST
LIBRETTIST

NEWS PHOTOGRAPHER
PORTRAIL
SCREEN REPORTER
TELEVISION-FILM FIELD COORDINATOR
PHOTOGRAPHER, SCIENTIFIC
BIOLOGICAL PHOTOGRAPHER
CAMERAMAN
Animation
Special Effects
Title

PHOTOGRAPHER
Aerial
Finish
Identification Bureau
Street
Camera Girl
Photo-Machine Operator, miniature

PAINTERS AND RELATED OCCUPATIONS
Cartoonist
Cartoon Maker, Stained Glass
Painter
fresco
landscape
miniature
mural
oil
portrait
statuary
watercolor
Painter, Glass
Glass stainer
Painting, stained glass
PAINTING RESTORER

SCULPTORS AND RELATED OCCUPATIONS
Memorial Designer
Modeler
Sculptor
Concrete Sculptor
OCCUPATIONS IN ART
TEACHER, ART
Instructor, art
instructor, illustration
instructor, industrial design
Teacher, painting and drawing
Teacher, sculpturing

DIRECTOR, ART
director, technical
SUPERVISOR, SCENIC
DIRECTOR ART
DIRECTOR, TECHNICAL
SUPERVISOR SCENIC ART
chargeman
master-scenic-artist or foreman
SILHOUETTE ARTIST
FURNITURE REPRODUCER
MODEL MAKER
Architectural Modeler
WOOD BURNER
APPRAISER, ART

OCCUPATIONS IN DRAMATICS
DIRECTOR, STAGE
DRAMATIC COACH
Screen Coach
Theater Coach
TEACHER, DRAMA
Instructor, dramatic arts
teacher, dramatics
teacher, theater arts
ACTOR
Actress
Character Actor
Character Actress
Ingenue
Juvenile
Leading Lady
Leading Man
DRAMATIC READER
Monologist
STORY TELLER
roving story teller
MOTION-PICTURE NARRATOR
motion-picture commentator
OCCUPATIONS IN DANCING

OCCUPATIONS IN DANCING
CHOREOGRAPHER
director, dance
INSTRUCTOR, DANCING
dancing master
professor, dancing
teacher, dancing
Ballet Master
Instructor, Ballroom Dancing
Instructor, Tap Dancing

Ballet Dancer
Ballroom Dancer
Chorus Dancer
Interpretative Dancer
Tap

OCCUPATIONS IN MUSIC
TEACHER, MUSIC
instructor, music
professor, music
TEACHER, INSTRUMENTAL
TEACHER, VOCAL
CHOIRMASTER
choir leader
choral director
chorus master
CONCERT SINGER
CLASSICAL SINGER
Opera Singer
Recitalist
Vocal Soloist
DIRECTOR, MUSIC
Conductor, Music
Manager, Music
Musical Director
DIRECTOR, MUSIC, INTERNATIONAL BROADCAST
MUSICAL ENTERTAINER
MUSICIAN, INSTRUMENTAL
instrumentalist
Accompanist
Bell Ringer
Calliope Player
Drummer
Harpist
Organist
Pianist
Violinist

ORCHESTRA LEADER
Band Leader
Bandmaster
Conductor
Director, music
orchestra conductor
Jazz-Orchestra conductor
Symphonic-Orchestra Leader
POPULAR SINGER
Character singer
Blues Singer
Folk Singer
Gospel Singer
ARRANGER
adapter
transcriber
transcripter
COMPOSER
ORCHESTRATOR
MUSICAL PROGRAM DIRECTOR (radio & TV)
music administrater
COPYIST
PROMPTER
MUSIC COPYIST (clerical)
CLOWN
COMEDIAN
HYPNOTIST
IMPERSONATOR
MIMIC
MAGICIAN
MINSTREL
PUPPETEER
SONG AND DANCE MAN
VENTRILOQUIST
INSTRUCTOR, BATON TWIRLING
ACROBAT
AERIALIST
CASTING DIRECTOR
JUGGLER
MERMAID
STUNT MAN
THRILL PERFORMER
WIRE WALKER
RING MASTER
ASTROLOGER
FIRE EATER
FORTUNE TELLER
Card Reader
Crystal Gazer
Palmist
Seer
FREAK
GRAPHOLOGIST
MIND READER
SHOW GIRL
SNAKE CHARMER

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Career Education

ANNOTATED BIBLIOGRAPHY

For the purpose of easy reference and general information, all documents that were sent to the National Association of State Boards of Education have been listed by title with a brief annotation on the following pages. Each document has been placed in one of the below categories:

PERSONNEL

INSTRUCTION

GENERAL PUBLIC RELATIONS

INTERORGANIZATIONAL RELATIONS

RELATIONS WITH EDUCATIONAL AGENCIES

PROFESSIONAL PERSONNEL

OREGON

General Information and Requirements for Teaching Certificates, 1977, 57 pgs, includes information on elementary and secondary endorsements which require background in occupational awareness and decision making.

WISCONSIN

Career Education, 1977, 8 pgs, suggestions for vocational educators seeking to fulfill their roles in helping to maximize career development through career education.

Career Education Opinionnaire for Use in Staff In-service Programs, no date, 2 pgs.

INSTRUCTION

ALABAMA

Career Education Curriculum Model, A Guide for Elementary Teacher Grades K-4, 1976, 81 pages, designed to provide stimulus for integrating career education into classroom subject areas.

Career Education Curriculum Model, A Guide for Teachers Grades 5-8, 1976, 39 pgs, designed to provide stimulus for integrating career education into classroom subject areas.

Career Education Curriculum Model: A Guide for Teachers Grades 9-12, 1976, 55 pgs, designed to provide stimulus for integrating career education into classroom subject areas.

ALASKA

Sections of the draft of the State Board of Education Policy Manual, 1977, 4 pgs, includes philosophy, goals, education administration, part of which relates to career education.

ARIZONA

Position Paper, Arizona State Board, Career Education, 4 pgs.

Resolution, 1 pg., sample resolution for local Boards of Education regarding career education.

Powers and Duties of State Board, Superintendent of Public Instruction, Board Policies, regarding career education, 2 pgs.

Fiscal Year 1979 State Plan for Career Education, 1977, 24 pgs., outline for implementation of career education state plan at local level.

State Statutes, Arizona Revised Statutes, relating to career education, 2 pgs.

CALIFORNIA

Career Education, A Position Paper on Career Development and Preparation in California, 1974, designed to provide overview of career education in California, some photographs.

Curriculum Update, Career Education: Position Statement and Policy Guidelines, 1974, California School Boards Association, goals, rationale, sample local board policy.

Planning for Fiscal 1976 Career Education Operations, 1975, 2 pgs, legal basis and departmental mandates for career education.

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CALIFORNIA Cont'd.

Implementing Career Education: Instructional Strategies Guide for K-12, 1977, 173 pgs.

Implementing Career Education, Exemplary Practices, 1977, 64 pgs, practices include those of planning, management, staff development, curriculum development, instructional services, community involvement.

Implementing Career Education, Nine Model Practices, 1976, 26 pgs, identifies promising practices that use cooperative activities to enhance the implementation of career education.

Career Education, An Annotated Bibliography, 1975, 65 pgs, comprehensive bibliography of available material.

Course of Study for Grades Kindergarten through Eight, 1976-1978, developed by State Steering Committee for Curriculum Development, 4 pgs.

Implementing Career Education, An Administrator's Handbook, 1976, 19 pgs, designed to aid administrators' implement system for infusion of career education.

State Statutes, California Assembly Bill No. 65, amending Ch. 894, including provision of Legislature's intent to provide pupils opportunities in career education. 69 pgs, 1977.

COLORADO

State Plan: Colorado Career Education, 1977, approx. 100 pgs, general description, definitions, state requirements, materials for assistance of local district implementation.

Rules for the Administration of the Career Education Act. 6 pgs, 1975

CONNECTICUT

Resolution or Policy Statement directing all Boards of Education to submit a policy statement for career and vocational education and submit an action plan to implement the policy statement, 4/7/76, 1 pg.

"Guidelines" for the review of policy statement and action plans to be submitted from local districts written by Commissioner of Education, 5/12/77, 13 pgs.

Connecticut Master Plan for Vocational and Career Education:

1. New Directions in Secondary Education, 4/76, 73 pgs, including highlights, overview, scope of the plan, recommendations, time line, appendices.

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CONNECTICUT Cont'd.

2. Highlights, Goals, and Recommendations, 2/76, 12 pgs.

3. Final Report: Appendices, 4/76, 60 pgs, includes enrollments, equal opportunity, state organizations, facility resources, review of teacher certification, cost and financing of vocational education.

4. Final Report: Competency Based Certificate Programs, 4/76, 18 pgs, a report of efforts from around the country to develop an alternate route toward attaining a high school diploma.

5. Final Report: Some Attitude Changes Relevant to Planning Career and Vocational Education, 4/76, including attitudes toward money, the economy, roles of men and women.

6. Final Report: Career Education - Review and Exemplary Projects, 4/76, 23 pgs, including exemplary career education programs in other states.

7. A Bright Idea to Throw New Light on Our World, 1 pg, public relations "primer on career education."

Revised Guidelines for the Initiation and Development of a Career Orientation and Exploratory Program, Guide for Local District, 4/24/73, 8 pgs, includes general description and background requirements for an elementary and/or junior high school career education specialist.

Statutes, Pertinent Law and Information, including State Board policy on career education, 7 pgs.

DELAWARE

Position Statement On Career Education. 2 pgs., 1977

FLORIDA

Florida State Plan for the Administration of Career Education, 1977.

HAWAII

State Plan For Career Education in Hawaii K-12. 36pgs., 1977

General Information On Performance Expectations of the Foundation Program Objectives. Draft 1977
Users Guide for above. Draft 1977

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IDAHO

Guidelines for Intergrating Career Education Into A Comprehensive Educational Program For The State of Idaho. Designed to assist local school districts and other education agencies in implementing career education. 50 pgs., 1973; Extending The Statewide Career Education Plan to Idaho's Small Isolated Rural Schools. Outlines an appropriate leadership and service role for State Education Agencies. 64 pgs., 1972

Idaho State Department of Education Career Education State Plan, 1977-1978, 41 pgs, trial draft.

Career Guidance Counseling Placement Guide, 1975, 29 pgs, developed for local district use as it selects objectives to implement career education programs.

INDIANA

Indiana Career Education Position Statement. Position statement and goals. 2 pgs., 1977

IOWA

Concerns into Actions, 44 pgs, recommendations from Department of Public Instruction committees including that of career education.

Statutes, Code of Iowa, Uniform School Requirements, includes requirement for career education, 3 pgs.

KANSAS

Career Education, A Position Paper, 6 pgs, present policies and procedures to encourage promotion of career education.

The Kansas Guide for Career Education, 23 pgs.

Statutes, Senate Concurrent Resolution No. 82, directing State Board to encourage and promote career education.

Guide For Implementing Career Education In Kansas. Touches upon every phase required to develop and implement a career education program in school districts. 35 pgs., 1976

KENTUCKY

State Plan for Career Education in Kentucky 1976-1978, designed as a working plan for the management of role of State Department of Education in implementing career education act, similar to Guidelines.

Guidelines for Career Education, 37 pgs, 1976, attempts to clarify the duties and responsibilities assigned to state and local education agencies by the Career Education Act of 1976.

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MARYLAND

Career Guidance Manual, 1976, 91 pgs, designed to implement partially Maryland Five-Year Plan for Career Education. Designed by counselors. Includes planning, implementing, evaluating career education programs.

Career Education: Resource Notebook, 1974, approx. 100 pgs, information about the concept and goals of career education, as well as program and evaluative models.

The Many Languages of Career Education, 1974, pamphlet, brief discussion of the relation between foreign languages and career education, including suggested teaching strategies and learning activities.

Career Education and the Arts, no date, pamphlet; brief discussion of relation between career education and the arts, including suggested teaching strategies and learning activities.

Maryland State Plan For Career Education, 1978, approx. 150 pgs. Contains information about the needs, objectives, activities, and resources for implementing career education.

MASSACHUSETTS

The Development of a State Plan for Career Education in Massachusetts, 8/77, approx. 100 pgs, extensive compilation of the use of the "Grass-roots" approach of regional task force recommendations on needs for implementation of effective career education programs.

MICHIGAN

State has various Resource Guides, Idea Handbooks, and Workshop Handbooks. (No specific dates)

MINNESOTA

Short Range Plan for Career Education, Department of Education, approved by State Board, 12/13/76, 12 pgs, includes rationale, goals, objectives, scope and sequence as well as projected budget.

MISSISSIPPI

Position Paper, Mississippi State Board of Education, 1976, on career education.

Career Education, As Viewed by Mississippi's Chief State School Officers, 8/26/76, 2 pgs.

Statutes, Senate Bill 2629, Ch. 394, an act to authorize the establishment of a career education program in the public schools.

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MINNESOTA

Career Education in Art, A Junior High Courseguide (Developed through Roseville Area Public School)

Career Education in Art, A Senior High Courseguide (Developed through Roseville Area Public School)

Career Related Courseguide for 7th Grade Industrial Education (Developed through Roseville Area Public Schools)

Career Related Foreign Language Unit: Senior High, (Developed through Roseville Area Public Schools

The Good Life. A senior high career related social studies courseguides (Developed through Roseville Area Public Schools)

Junior High Career Maturity Activities, (Developed through Roseville Area Public Schools)

Mathematics Used in Occupations: Interrelated Curriculum, (Developed through Minneapolis Public Schools)

A Model for Career Related School-Community Exchanges & Internships, (Developed through Roseville Area Public Schools)

Occupations And Futures, A ninth grade social studies career related courseguide (Developed through Roseville Area Public Schools)

Senior High School Maturity Activities (Developed through Roseville Area Public Schools)

TV Production, A senior high career related English courseguide and student handbook (Developed through Roseville Area Public Schools)

Career Awareness (Revised through Owatonna Public Schools)

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6

Educating for Career Development, by W. Wesley Tennyson, L. Sunny Hansen, Mary K. Klaurens & Mary B. Antholz

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MONTANA

Guide For Granting Academic Credit for Work Experience or Work Experience in the Community. 6 pgs., 1978

Profile of the Montana State Plan for Career Education, granted through the office of Career Education, 1977, 3 pgs.

NEBRASKA

Objectives, Philosophies, and Beliefs of the Nebraska State Board of Education, 9/7/72, pamphlet, lists twenty-nine goals of State Board, including a statement of career education. Educational Goal Statements of Nebraskans, 6/11/71, pamphlet, listing of goals for students, educators, citizens, and institutions, including four goals for students which are relevant to career education.

Proposed State Plan - Career Education In Nebraska. 61 pgs., 1978

NEVADA

Career Development in Nevada: Goals and Objectives 1974, 20 pgs, includes the career education position of State Board on goals developed by Department of Education.

Career Development in Nevada, Organizing for Instruction, 1974, 14 pgs, describes process for developing curriculum objectives.

Career Development, A Conceptual Model of Career Education for Nevada Schools, 1976, 23 pgs, described the parameters of the concept, definitions and statements of clarification.

NEW JERSEY

Resolution: To Adopt State Plan for Career Education, 7/6/77, State Board of Education.

New Jersey State Plan for Career Education, 1978, 145 pgs.

NEW MEXICO

Career Education, Position Paper, State Board of Education, 6/6/73, 5 pgs.

Career Education in New Mexico: Implementation Guidelines, 1973, 12 pgs, guides for implementing programs into the schools.

Career Education in the High School, 1977, 41 pgs, curriculum guide, includes legal requirements and definitions.

NEW YORK

Career Education and the Goals for Elementary, Secondary and Continuing Education in New York State, 1976, 16 pgs, ten goals established by Regents related to educational outcomes.

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NEW YORK (cont'd)

Goals for Elementary, Secondary and Continuing Education in New York State, 1974, 20 pgs, ten goals adopted by the Regents as well as identification of serious gaps between the goals and current reality.

Providing Optional Learning Environments in New York State Schools, 1973, 23 pgs, State Education Department discussion of alternatives, including the place of career education programs to expose students to the world of work.

Equal Opportunity for Women, No. 14, 1972, position paper; includes discussion of career patterns for women, 8 pgs.

The Articulation of Secondary and Postsecondary Education, No. 21, 1974, 20, position paper by the Regents, includes recommendations to Legislature regarding guidance and career information.

Occupational Education, No. 11, 1971, 17 pgs, and includes Regents' position on occupational education (position paper).

NORTH CAROLINA

Abstract: State Plan for Career Education, 1977, 7 pgs, brief background of involvement in career education, philosophical statement of State Board, report of assessment needs survey, goals for career education in North Carolina.

OHIO

Resolution on Career Education, State Board of Education, no date, enumeration of reasons for commitment to career education. 1 pg.

Definition: Career Education, extracted from the Ohio State Plan for Career Education, 1972, 1 pg.

Ohio Career Development Program: Guidelines for Submission of Implementation Proposals for Local Schools, Criteria for FY, 1978, 23 pgs.

OREGON

Concept Paper: Career Education in Oregon (draft form), 1978, 2 pgs, includes ten basic premises for career education and major themes.

Guidelines for Implementing Career Exploration in the Early Secondary School Years, 1975, 27 pgs, includes essential elements of a career awareness and exploration program, student outcomes, graduation requirements.

Sample Kit: Career Awareness/Exploration.

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OREGON (cont'd)

Curriculum Kit, Grades 4-8, approx. 25 pgs, presents a goal-based career education curriculum for classroom teachers.

Implementing Career Awareness in the Elementary Schools, 1975, 11 pgs, includes overview, program administration, student outcomes, staff development.

PENNSYLVANIA

Central Susquehanna Intermediate Unit Career Development Guide, 1976, 1300 pgs., funded through ESEA III and IVC activities for models, objectives and activities for elementary, junior and high schools.

VIRGINIA

Standards of Quality and Objectives for Public Schools in Virginia, 1976-78, 9 pgs, pamphlet enumerating the standards passed by the State Legislature including that for career preparation.

WASHINGTON

Washington State Plan for Career Education, Part I, Introduction, 1977, 6 pgs, includes legislation, definitions, administrative responsibility.

Washington State Plan for Career Education, Part 2, Local District Plan and Summary Program Profile, 1977, 22 pgs, suggests methods and techniques to help local school districts achieve the identified thirteen goals for career education.

Washington State Plan for Career Education, Part 3, Implementing Career Education: Suggested Procedures and Exemplary Strategies, 1977, 61 pgs.

Student Outcomes for Career Education: Washington State Plan for Career Education, 1977, 15 pgs.

WEST VIRGINIA

Guide for Establishing Programs of Vocational Exploration, 1977, 53 pgs, includes needs assessment, instructional program, and appendices which cite three occupational groups with sample activities and special facilities considerations.

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WISCONSIN

State Guidelines for Wisconsin Career Education, 3 pgs, listing of state guide and local guides, based on state guide.

Sequence for Local Implementation of Career Education, 1973, 2 pgs.

Career Education Model for Career Development, no date.

A Suggested Sequence for Implementing and Integrating Career Education in the Classroom, 1974, 1 pg.

Transportable Career Education Ideas, no date, summary of successful activities in career education approaches used by Eau Claire Public Schools.

Major Career Education Activities to Date, Appendix B, 1977, 3 pgs, listing of activities.

A Kit of Career Education Assessment and Evaluation Instruments, 1977, 117 pgs. contains 21 career education assessment and evaluation instruments developed, field tested, and defined by the Wisconsin K-12 Career Education Consortium.

Career Education Demonstration Packets, 1977, 1 pg, application form to order any of the demonstration and assessment and evaluation packets listed.

Wisconsin Career Education Needs Assessment and Survey of Resources Handbook, 1977

K-12 Guide Fir Integrating Career Education With Local Curriuclum, 1978

Wisconsin State Plan For Career Education. Revised, 5 volumes, 1978

GENERAL PUBLIC RELATIONS

ALABAMA

Career Guidance Handbook, no date, 22 pgs, designed to explain the objectives of career guidance and its uses.

Career Education in Alabama, no date, includes brief history of career education, the career education curriculum model, and how it is funded.

CONNECTICUT

A Bright Idea To Throw New Light on Our World, 1 pg, primer on career education.

FLORIDA

Career Education in Florida, 1973, 10 pgs; position paper designed to inform public of goals and objectives of career education.

IOWA

The Needs for Career Education in Iowa, 3 pgs; survey of Iowa citizens' perceptions on desirable changes in education, done by State Department of Public Instruction.

LOUISIANA

What Will They Be When They Grow Up? Pamphlet discusses what career education is and the State Plan for Louisiana.

Career Education in Louisiana, 1973-74, 44 pgs, annual report by Department of Education, includes specific projects by local school systems with photographs.

NEVADA

Q's and A's on EBCE, Experience-Based Career Education in Nevada, no date, 4-page pamphlet, describing an alternative program for high school and community college students sponsored by Nevada Department of Education and National Institute of Education.

Career Education: New Horizons in Nevada, 1977, newsletter, describing activities in conjunction with the development of the career education state plan.

OHIO

Career Education in Ohio, Ohio's Youth and Adults, Ohio Department of Education, no date, 1 pg; public information pamphlet in color, outlining Ohio's career education program.

Career Education in Ohio: Education Toward a Useful and Fulfilling Life, no date, small pamphlet, public relations on career education objectives.

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OREGON

Education for Oregon Learners, Roles and Responsibilities of the Oregon State Board, 1974, 5 pgs, includes goals and priorities of the Board as they affect career education.

WASHINGTON

What Are Schools For: Goals for Washington Common Schools, 1 pg, public information pamphlet, outlining goals adopted by State Board in 1972, including goals relating to career education.

WISCONSIN

K-12 Career Education in Wisconsin, no date, 1 page; public relations pamphlet outlining the Wisconsin approach to career education.

Wisconsin Career Education Consortium: A Federal Demonstration Project, 1 pg. pamphlet, describing members of consortium, its products, activities and goals.

INTERORGANIZATIONAL RELATIONS

MISSISSIPPI

Resolution Supporting Career Education in Concept and Implementation, Mississippi Congress of Parents and Teachers, 1976.

NEW YORK

Major Recommenation of the Regents for Legislative Action, 1977, 35 pgs, includes recommendations for occupational education.

OHIO

Resolutions:

Associated Contractors of Ohio, 1975, resolving to cooperate with local schools in career education program.

Ohio Newspaper Association, 1975, supports development of career education programs.

General Motors, 1975, supports career education and offers assistance.

Ohio Bell, no date, support career education curricula.

WEST VIRGINIA

Career Education: West Virginia State Plan for Career Education, 1977-82, 1977, 116 pgs, report of State Advisory Committee for Career Education composed of representatives from all over the state which laid the groundwork for a State Plan for Career Education.

Career Education: Overview of Career Education 1977, approx. 100 pgs, summaries of fifty-three career education-related projects, categorized according to major topic area and arranged in chronological order.

RELATIONS WITH OTHER EDUCATION AGENCIES

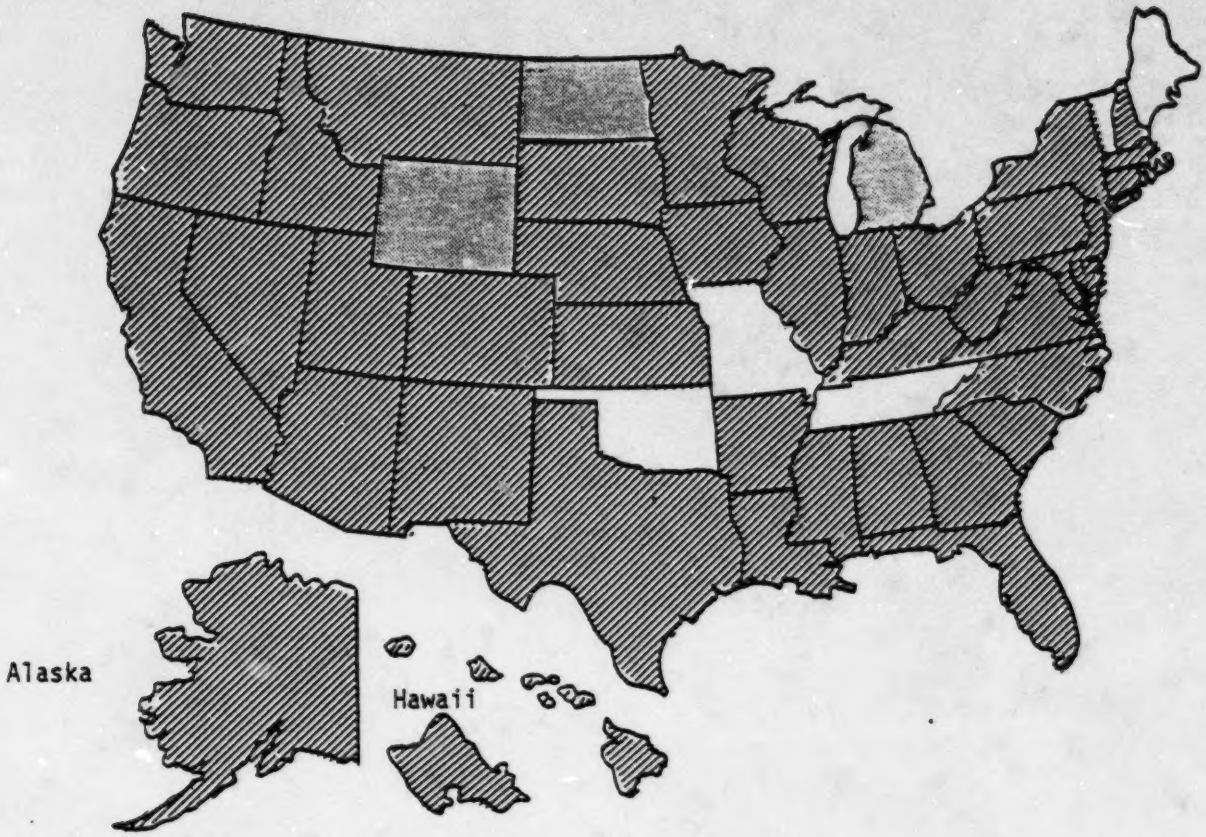
ILLINOIS	The Illinois Program for Evaluation, Supervision, and Recognition of Schools, State Board of Education, 1977, 44 pgs.
IOWA	School Laws of Iowa, Approved Schools and School Districts, includes accreditation requirements for career education, 10 pgs, 1977.
MISSISSIPPI	Resolution Supporting the Career Education Concept, Mississippi School Boards Association, 1975.
NEW MEXICO	Minimum Education Standards for New Mexico Schools, 1976, 65 pgs, includes requirements for integration of career education.
OREGON	Minimum Standards for Oregon Schools, A Summary, pamphlet outlining the history of minimum standards and the reason for them as well as some of the basic requirements such as graduation. 1976. Elementary-Secondary Guide for Oregon Schools, Part I, Minimum Standards for Public Schools, 1975, 18 pgs; includes standards for graduation and counseling services as they pertain to career education.

Career Education

SURVEY REPLIES

CAREER EDUCATION

Total Number of States and Territories Reporting Materials



survey returned, materials received

survey returned no material sent

material sent, no survey returned

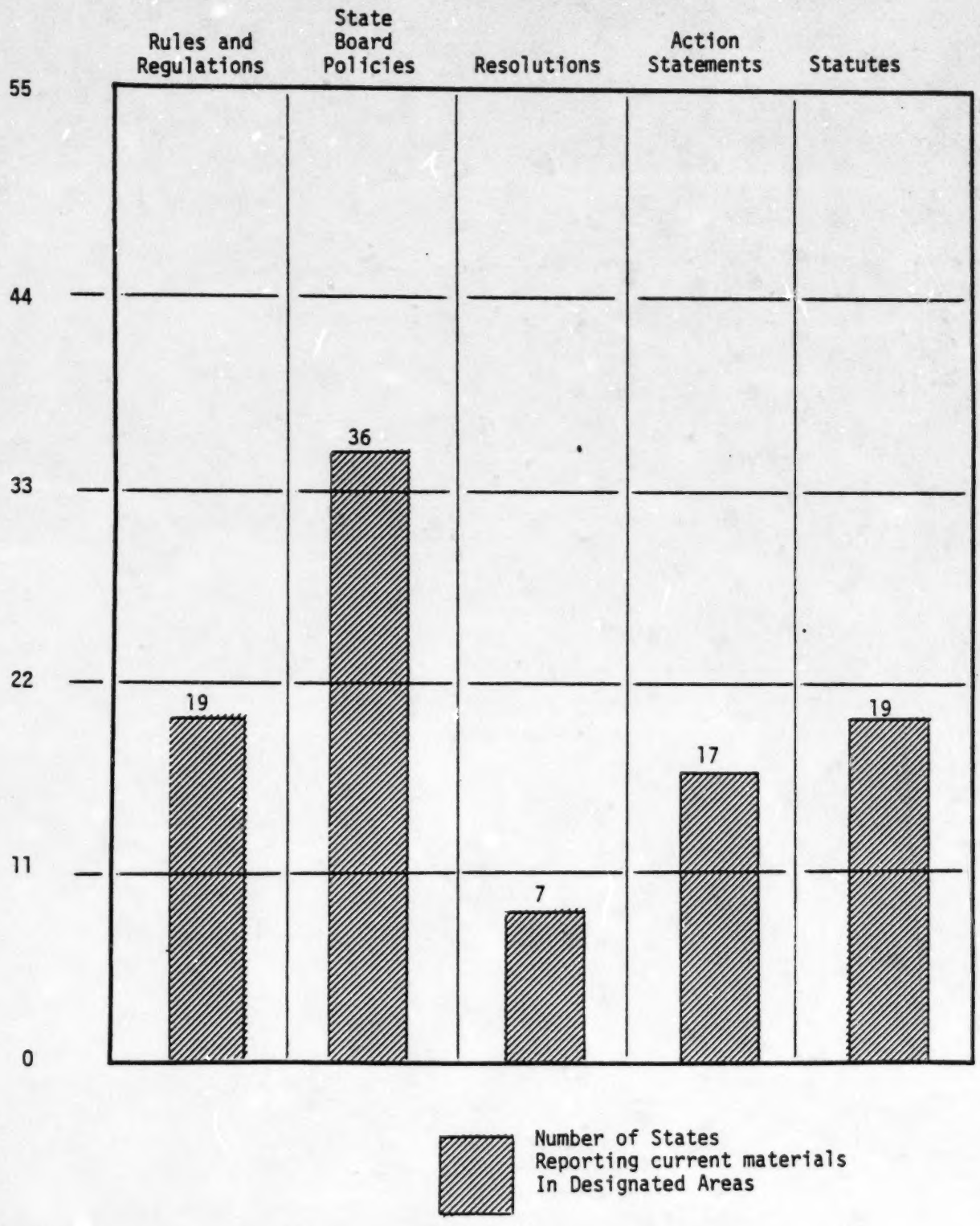
no reply

American Samoa

Canal Zone

Guam

Virgin Islands

CAREER EDUCATION

Does your department (of education) have published material concerning career education?